IOWA STATE EIGHTH GRADE EXAMINATION QUESTION BOOK
(State Questions 1918 to 1925 Inclusive)

FOR REVIEW WORK
(Not a Text Book)

COMPiled BY
SAM C. STEPHENSON

To the Eighth Grade Teachers of Iowa

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Respectfully yours,

Sam C. Stephenson
Publisher.

STEPHENSON'S
Iowa
State Eighth Grade
Examination Question Book

All the Questions Issued for Eighth Grade Examinations by the
STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION
of Iowa, from 1918 to date.

Compiled by
SAM C. STEPHENSON
1008 Q STREET, LINCOLN, NEBRASKA

Second Edition

This book will be sent to any person, postpaid, upon receipt of fifty cents. Address all orders to
LINCOLN SCHOOL SUPPLY CO.
1008 Q STREET, LINCOLN, NEBRASKA
Preface

The information contained in this book was of great value to me in my school work as a teacher and County Superintendent, and was continually asked for by teachers and pupils.

These questions, in the ten different subjects, are a complete list of all the questions issued for Eighth Grade Examinations by the State Superintendents of Public Instruction of Iowa, since January 1, 1916 to date, inclusive.

They make an excellent review in all the subjects required to pass the eighth grade examination. They should be studied carefully by all the pupils desiring to take this examination. They will give the teachers and pupils a better idea of what has been expected of them in the past, thus enabling the pupils to make better grades and giving them a fuller knowledge of the subject.

You will note this book is right up-to-date, having listed in it a list of the last eighth grade examination questions.

In order to obtain the best results, every eighth grade pupil should have a question book for class use so that efficient work may be done.

SAM C. STEPHENSON,
Former County Superintendent of Schools.

Skillful questions cause the pupil to define his facts; to clarify his ideas; to put facts and ideas together in new relations to compare; to judge and to draw inferences—mental operations which develop our higher knowledge.

-Hindale

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SAM C. STEPHENSON
Aurora, Nebraska

Our Flag

Military Salute

I pledge allegiance to the flag and the republic for which it stands; one country; one language; one flag.

National Flag Salute

Commit to memory

Teachers all over the country are urged by the American Legion to point out to their pupils a change that has been made in the wording of the pledge to the flag.

The revised version of the pledge is:

Pledge to the Flag

(Commit to memory)

"I pledge allegiance to the flag of the United States and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

A Patriotic Exercise

Salute to the Flag

At the given hour in the morning the pupils are assembled and in their places in the school. A signal is given by the teacher of the school. Every pupil rises in his place. The flag is brought forward to the teacher. While the flag is being brought forward from the door to the stand of the teacher, every pupil gives to the flag, the military salute, which is as follows:

Raise the right hand smartly till the tip of the forefinger touches the forehead above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about 45 degree, hand and wrist straight; while thus standing, with the forefinger touching the forehead in attitude of salute, all the pupils repeat together slowly and distinctly the following pledge:

I pledge allegiance to the flag and the republic for which it stands; one country; one language; one flag.

At the words, "To the flag," each one extends the right hand gracefully, palm upward, toward the flag, until the end of the pledge or affirmation. Then all hands drop to the side.

The pupils, still standing, all sing together in unison the national hymn, America.

Etiquette of the Flag

There are many citizens who are not familiar with the laws governing the use of the Stars and Stripes. Flag etiquette should be taught in school that pupils may not grow up ignorant of these facts.

There are certain fundamental rules of heraldry which, if understood generally, would indicate the proper method of displaying the flag. The matter becomes a very simple one if it is kept in mind that the National Flag represents the living country and is itself considered as a living thing. The union of the flag is the honor point; the right arm is the sword arm, and therefore the point of danger and the place of honor.

1. The Flag should always be hoisted briskly and lowered slowly and ceremoniously.

2. When carried in a procession with another flag or flags, the Flag of the United States should be either on the marching right, i.e., the flag's own right, or when there is a line of other flags the Flag of the United States must be in front of the center of that line.

3. When displayed with another flag against a wall from crossed staffs, the Flag of the United States may be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.

4. When a number of flags are grouped and displayed from staffs, the Flag of the United States should be in the center or at the highest point of the group.

5. When flags of states or cities or pennants of societies are flown on the same halyard with the Flag of the United States, the National Flag should always be at the peak. When flown from adjacent staffs, the Flag of the United States should be hoisted first. No flag or pennant should be placed above or to the right of the Flag of the United States.

6. When flags of two or more nations
are displayed they should be flown from atop a pole of the same height and the flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

7. When the Flag is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be closer to the head of the staff unless the flag is at half mast.

8. When the Flag of the United States is displayed in a manner other than by being flown from a staff, it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the left of the flag’s right, i.e., to the observer’s left. When displayed in a window, it should be displayed the same way, that is, with the union or blue field to the left of the observer in the street. When festoons, rosettes, or drapery of blue, white, and red are desired, braiding should be used, but never the flag.

9. When displayed over the middle of the street, as between buildings, the Flag of the United States should be suspended vertically with the union to the north, east, and west street or to the east in a north-and-south street.

10. When on a speaker’s platform, the flag should be displayed above and behind the speaker. It should never be carried in a parade or thrust over the left shoulder of a speaker’s desk nor to drape over the front of the platform. If flown from a staff it should be on the staff at its own natural size.

11. When used in unveiling a statue or monument, the flag should not be allowed to fall to the ground but should be carried aloft to wave until the statue or monument is in its permanent position, forming a distinctive feature during the remainder of the ceremony.

12. When flown at half staff, the flag is first hoisted to the peak and then lowered to the half-staff position, but before lowering the flag for the day it is raised again to the peak. On Memorial Day, May 30th, the flag is displayed at half staff from sunrise until noon and at full staff from noon until sunset, for the Nation lives and the Flag is the symbol of the living Nation.

13. When used to cover a casket the flag should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground. The casket should be carried foot first.

14. When the Flag is displayed in church it should be from a staff placed on the congregation’s right as they face the clergyman. The service flag, the state flag, or other flag should be of the same height and to the left of the congregation. If in the school, the Flag of the United States should be placed on the clergyman’s right as he faces the congregation and other flags on his left.

15. When the Flag is flown from such a condition that it is no longer a fitting emblem for display it should not be cast aside or used in any way that might be viewed as disrespectful to the national color, but should be destroyed as a whole, previously preferably by burning or by some other method in harmony with the reverence and respect we owe to the emblem representing our country.

Displaying the Flag at Public Schools

The flag should be displayed on the staff of the public school every day during which school is in session. It should not be left out during rainy or snowy weather, nor when there is an extreme high wind.

The Flag Should be Displayed at Full Staff

New Year’s Day. Jan. 1st
Lincoln’s Birthday. Feb. 12th
Washington’s Birthday. Feb. 22nd
Death of Lincoln (half mast). Apr. 15th
Inauguration of first President. Apr. 17th
Arbor Day. Apr. 22nd
Decoration or Memorial Day. May 30th
National Flag Day. June 14th
Battle of Bunker Hill. June 17th
Independence Day. July 4th
Labor Day. First Monday in September
Columbus Day. Oct. 12th
Battle of Saratoga. Oct. 17th
Surrender of Yorktown. Nov. 8th
Liberty Day. Nov. 11th
Evacuation Day. Nov. 20th
Landing of Pilgrims. Dec. 25th

On Memorial Day, May 30th, the Flag should fly at half staff from sunrise until noon and full staff from noon until sunset.

How to Salute the Flag

During the ceremony of hoisting or lowering the Flag or when the Flag is passing in a parade or in a review, all persons present should face the Flag, stand at attention and salute. Those present in uniform should render the right-hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder. Women should remove the bonnet or hat with the right hand and place it over the heart. The salute to the Flag in the moving column is rendered at the moment the Flag passes.

Your Flag and My Flag

Consent to Memory
Your flag and my flag,
And how it flies today
In your land and my land.
Half a world away!
Rose-red and blood-red
The stripes forever gleam:
Snow-white and soul-white—
The good forefathers’ dream.

Sky-blue and true-blue, with stars to gleam alight
The glorified emblem of the day, a shelter through the night.
Your flag and my flag!
And, Oh, how much it holds—
Your land and my land—
Secure within its folds.
Your heart and my heart—
Beat quicker at the sight;
Sun-kissed and wind-tossed—
Red and blue and white.
The one flag—the great flag—the flag for me and you—
Glorified all else beside—the red and white and blue!
Your flag and my flag!
To every star and stripe
The drums beat as hearts beat
And fifes shrilly pipe!
Your flag and my flag—
A blessing in the sky,
Your hope and my hope—
It never hid a tear.
Home land, far and wide
Old Glory hears our glad salute
And ripples to the sound!
—Wilbur D. Nesbit

Cautions

1. Do not permit disrespect to be shown to the Flag of the United States.

2. Do not dip the Flag of the United States to any person or any thing. The regimental color, state flag, organization or institutional flag will render this honor.

3. Do not display the Flag of the United States with the union down except as a signal of distress.

4. Do not place any other flag or pennant above the right of the Flag of the United States.

5. Do not let the Flag of the United States touch the ground or trail in the water.

6. Do not place any object or emblem of any kind on or above the Flag of the United States.

7. Do not use the Flag as drapery in any form whatever. Use bunting of blue, white, and red.

8. Do not fasten the Flag in such manner as will permit it to be easily torn.

9. Do not drape the Flag over the hod, top, sides or back of a vehicle, or of a railroad train or boat. When the Flag is displayed on a motor car, the staff should be affixed firmly to the chassis or clamped to the radiator cap.

10. Do not display the Flag on a float in a parade except from a staff.

11. Do not use the Flag as a covering for a ceiling.

12. Do not use the Flag as a portion of a costume or of an athletic uniform. Do not embroider it upon caps or handkerchiefs or print it on paper napkins or boxes.

13. Do not put lettering of any kind upon the Flag.

14. Do not use the Flag in any form of advertising nor fasten an advertising sign to a pole from which the Flag of the United States is flying.

15. Do not display, use or store the Flag in such a manner as will permit it to be easily soiled or damaged.
The Service Flag
Commit to Memory

Dear little flag in the window there,
Hung with a tear and a woman’s prayer;
Child of Old Glory, born with a star—
Oh, what a wonderful flag you are.

Shine your star in its field of white,
Dipped in the red that was born of right;
Born of the blood that our forebears shed
To raise your mother, The Flag o’erhead.

And now you've come, in this frenzied day,
To speak from a window—to speak and say;
“I am the voice of a soldier's son
Gone to be gone till the victory's won.”

“I am the flag of The Service, sir,
The Flag of his mother—I speak for him
Who stands by my window and waits and fears,
But hides from the others her undivined tears.”

“I am the flag of the wives who wait
For the safe return of a martial state.
A mate gone forth where the war god thrives
To save from sacrifice other men’s wives.”

“I am the flag of the sweethearts true;
The often unthought-of—our sisters, too.
I am the flag of a mother’s son,
And won’t come down till the victory's won.”

Dear little flag in the window there,
Hung with a tear and a woman’s prayer.
Child of Old Glory, born with a star—
Oh, what a wonderful flag you are.
—William H. Harrison

Better Citizenship

The future of the republic depends upon the character of its citizenship. We are not building permanently unless the youth of the land are made fully acquainted with the meaning of American citizenship. We must give patriotism a vitality which will be found expression in service.

George Washington
(1732-1799)
FIRST PRESIDENT OF THE UNITED STATES

I hope I shall always possess firmness and virtue enough to maintain what I consider the most essential of all titles, the character of an “honest man.”

When Washington’s secretary excused himself for the lateness of his attendance and laid the blame upon his watch, his master quietly said, “Then you must get another watch, or I another secretary.”

It will generally be found that the men who are thus habitually behind time are habitually behind success; and the world owes them nothing to swell the ranks of the grumblers and the rallyers against fortune.

“Washington stands among the greatest men of human history, and those in the same rank with him are very few. Whether measured by what he did, or what he was, or by the effect of his work upon the history of mankind, in every aspect he is entitled to the place he holds among the greatest of his race. Few men in all time have such a record of achievement. Still fewer can show, at the end of a career so crowded with high deeds and memorable victories, a life so free from spot, a character so unselfish and so pure, a fame so void of doubts and points demanding either defense or explanation. Deity of such a life is needless, but it is always important to recall and to remember that what manner of man he was.”
—Henry Cabot Lodge

Abraham Lincoln
(1800-1865)
SIXTEENTH PRESIDENT OF THE UNITED STATES

“A blend of mirth and sadness, smiles and tears; a quaint knight errant of the pioneers, a homely hero born of star and sod; a peasant prince; a master-piece of God.”
—Walter Maiose

Commit to Memory
GETTYSBURG ADDRESS
Abraham Lincoln

Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. We are engaged in a great civil war, testing whether that nation—or any nation so conceived and so dedicated—can long endure. We have come to dedicate a portion of...
that field as the final resting place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or to detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us: that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

Theodore Roosevelt

"What we have a right to expect from the American people is that he shall turn out to be a good American man. Now the chances are that he won't be much of a man unless he has had a good deal of a boy. He must not be a coward, or a weakling, or a bully, a shirk, or a prig. He must work hard. He must be clean-minded and clean-living, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of a man of whom America can really be proud."

"A great democracy has got to be progressive, or it will soon cease to be either great or a democracy."

"Our effort should be to raise the level of self-respect, self-control, sense of duty in both sexes, and not to push them down to an evil equality of moral turpitude by doing away with the self-restraint and sense of obligation which have been slowly built up through the ages. We must bring them to a moral level by raising the lower standard, not by depressing the high.

"We Americans are only on the threefold fold of the campaign for a better national life. We have only begun to realize our duty toward the child; to realize that the child is not to turn into the shiftless grown-up; to realize that the child growing up in the streets has first-class opportunities for tending toward criminality, and, therefore, that playgrounds may be as necessary as schools. We have only begun to realize that the child's mother, wise and duty-performing, is the only citizen who deserves even more from the state than does the soldier; and that, if in need, she is entitled to help from the state, so that she may rear and care for her children at home.

"No nation can achieve real greatness if its peoples are not both essentially moral and essentially strong; both sets of qualities are necessary."

"The only value of words uttered or listened to comes when they are transmitted into deeds."

"American society is sound at core and means that at bottom we, as a people, accept as the basis of sound morality not slothful ease and soft selfishness and the loud timbrels of innate human vanity, but the virile strength of manliness which clings to the ideal of stern, unflinching performance of duty, and which follows whithersoever that ideal may lead."

Henry Van Dyke

America for Me

"It is to see the old world, and travel up and down among the famous palaces and cities of renown, to admire the crumblies, castles and the statues of the kings—But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me."

"My heart is turning home again, and there I long to be, in the land of youth and freedom beyond the ocean bars, where the food is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air; and Paris is a woman's town, with flowerers in her hair; and it's sweet to dream in Venice, and it's great to study Rome; but when it comes to living, there is no place like home.

I know that Europe's wonderful, yet something seems to lack:
The Past is too much with her, and the people looking back, but the glory of the Present is to make the future free—"

"We love our land for what she is and what she is to be."

"Oh, she's home again, and home again, America for me!"

"I want a ship that's westward bound to plough the rolling sea, to the blessed Land of Enough beyond the ocean bars, where the air is full of sunlight and the flag is full of stars."

Walt Whitman

Success

"Tis the coward who quits to misfortune,
"Tis the knave who changes each day,
"Tis the fool who wins half the battle,
To throw all his chances away.

There is little in life but labor,
Tomorrow may prove but a dream,
Success is the bride of Erin's day,
And luck but a meteor's gleam.

The time to succeed is when others,
Discouraged show traces of tire—
The battle is fought on the home-stretch,
And won 'twixt the flag and the wire."

John Trappeau Morse
Wise Use of What Is Earned

As important as producing goods and earning money is the skill to spend wisely what is earned. The miser hoards his money and neither himself nor society gets any real benefit from it. The spendthrift throws his money away or spends it for things that are not worth the cost. The thriftless man earns by hard work, saves something of what he earns, and gets his money's worth when he spends it. Secretary A. W. McLean of the United States Treasury Department classifies all "spendthrifts" as "wastewinders." spendthrifts, and thriftless men. Then he tells us how the Treasury Department thinks each of these three classes spends its money. Here is a table prepared to show

How Three Men Divide Their Incomes

<table>
<thead>
<tr>
<th></th>
<th>Tightwad</th>
<th>Spendthrift</th>
<th>Thifter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Ex.</td>
<td>37%</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Giving</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Recreation</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Savings</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

If all the citizens of the United States could be classed as "thriftless," the goods produced and wealth spent would be of much greater benefit to society.

What Is a Boy?

"He is a person who is going to carry on what you have started." He is to sit right where you are and attend to those things you think are essential when you are gone.

"You may adopt all the policies you please, but how they will be carried out depends upon you."

"Even if you make leagues and treaties, he will have to manage them."

"He is going to sit at your desk in the Senate and occupy your place on the Supreme Bench."

"He will assume control of your cities, states and nation."

"He is going to move in and take over your school, your banks, your railroads, your banks, your universities, and corporations."

"All your work is going to be judged and appraised by him."

"Your reputation and your future are in his hands."

"Your work is for him, and the fate of the nation and of humanity is in his hands."

"He might as well pay him some attention."

What Becomes of the Fifth Grade Boys Out of 1,000 pupils in the Fifth Grade:

- Only 85% pass to the Sixth Grade
- 60% enter the Eighth Grade
- 34% go to High School
- 27% enter College
- 20% leave school

Choice Selections

Stand by Your School

If you think your school's the best, but only the others count on you; You'll feel bully if it's through; Don't you know.

If you're used to giving thanks, to educators by the bureau of education, United States department of Interior, in bulletin 54 (1920).

According to the bureau, out of 1,000 boys who enter the fifth grade this year, but 30% will return to school next year, and enter the sixth grade. About 170 have dropped out, for many reasons, mostly to help out the family income. The year following, the seventh grade will receive 710 of the original 1,000, and the eighth grade but 654.

High school time rolls around. Stand at the high school doorway, four years from this fall, and you will see but 342 of the first 1,000 pupils enter. Four years later only 129 will receive diploma. This last group will divide evenly. Seventy-two will go to college. And if you will follow the fortunes of this dwindling company for four years, you will find but twenty-three stepping out on commencement day, trained young men, trained for careers in business and professional life.

The School Teacher's Creed

I believe in boys and girls; in the men and women of a great tomorrow; that there is nobility in learning, and is the joy of giving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in the test of time, in moral, ethical, and intellectual lives. I believe in the curse of ignorance, in the efficacy of schools; in the dignity of teaching, and in the joy of serving others. I believe in the wisdom of the man who shall reap, and in the joy of giving others. I believe in the wisdom of the man who shall reap, and in the joy of serving others.

How Do You Tackle Your Work?

How do you tackle your work each day? Are you scared of the job you find to do? Do you grapple the task that comes your way? With a confident, easy mind? Do you stand right up to the work ahead of you? Do you start to toil with a sense of dread or feel that you're going to do it? You can do as much as you think you can, but you'll never accomplish more; if you're afraid of yourself, you may as well give it up. There's little for you in store. Failure comes from the inside first; it's there if only you knew it. And you can win, though you face the worst. If you feel that you're going to do it, you won't do it. Everyone has his place, and his duties; but in order to perform your duty, you must understand the work. And if you can't do it, there's no use trying. The world will furnish the work to do, but you must provide the tool. You can do whatever you think you can, it's all in the way you view it; it's all in the way you judge the world. It all depends on you. You must feel that you're going to do it.

It Couldn't Be Done

Somebody said that it couldn't be done, but in the nick of time he called his wits together. That "maybe it couldn't," but he would be one. Who wouldn't say so until he tried. So he buckled right in, with the trace of a grin on his face. If he worried he hid it. He started to sing as he tackled the thing that couldn't be done—and he did it!

He couldn't have done it if he hadn't been the kind of man. For a "Could-Be," he started to sing and he tackled the thing. Everybody scoffed, "Oh, you'll never do that! At least, no one ever has done it!" But he took off his coat and he took off his hat, and the first thing we knew he had begun it. With a lift of his chin and a grin at the world, without any doubting, he started to sing and he tackled the thing that couldn't be done—and he did it!

There are thousands to tell you it cannot be done, there are thousands to prophesy failure; there are thousands to point out to you the one to be avoided, the dangers that wait to assail you. But just buckle in with a bit of a grin, and make your plans. Just start in to sing as you tackle the thing. That "cannot be done"—and you'll do it. —Edgar A. Guest

How do you tackle your work each day? With confidence clear of dread? What to yourself do you stop and say When a new task lies ahead? What is the thought that is in your mind? Is fear ever running through it? If so, tackle the next you find By thinking you're going to do it.
The Good Little Boy

Once there was a boy who never
Tore the pictures out of his book.
Never made his sister mad.
Never whirled ferbelin' bad,
Never said his Aba's nay.
Never drowned at his Pa's
Always fit fer folks to see,
Always good as good could be.

This good little boy from Heaven,
So I'm told, was only seven.
Yet he never shed real tears
When his mother scrubbed his ears,
An' at times when he was dressed
For a party, in his best,
He was careful of his shirt,
Not to get it smeared with dirt.

Used to study late at night,
Learnin' how to read an' write;
When he played a baseball game,
Right away he always came
When his mother called him in.
An' he never made a din
But was quiet as a mouse
When they'd company in the house.

 Liked to wash his hands an' face,
Liked to work around the place;
Never, when he could help it,
Left his warden in the way,
Or his bat an' ball around;
Put'em where he could be found;
An' that good boy married Ma.
An' today he is my Pa.
—Edgar A. Guest

A Feller's Hat

It's funny 'bout a feller's hat—
He can't remember where it is—
or where he took it off, or when,
'The time begins'; he knows just where he leaves his hat;
His sweater he won't often loss;
An' he can find his rubbers, but
He can't tell where his hat is put.

A feller's hat gets anywhere,
Sometimes he'll find it in a chair,
or on the sideboard, or maybe
it'll be in the kitchen.
He gave it a toss beside the sink
When he came in to get a drink,
An' then forgets—just where it is now.

A feller's hat is never where
He thinks it is when he goes there;
It's never any use to look
For it upon a closed book;
'Cause it's always in some place
It shouldn't be, to his disgrace.

An' he will find it, like as not,
Behind some radiator hot.

A feller's hat can get away
From him most any time of day,
So he can't ever find it when
He wants it to go out again;
'Cause the more he looks the grimmer
And the more it seems to bother him;
It disappears from sight somehow
I wish I knew where mine is now.
—Edgar A. Guest

Out Where the West Begins

Out where the hand claps a little stronger,
Out where the smile dawns a little longer,
That's where the West begins.
Out where the sun is a little brighter
Where the snows that fall are a true whiter,
Where the bands of bism are a wee bit tighter,
That's where the West begins.
Out where the skies are a trifle bluer,
Out where the friendship's a little truer,
That's where the West begins,
Out where a fresher breeze is blowing.
Where there's laughter in every streamlet flowing,
Where there's more of reaping and less of sowing,
That's where the West begins.
Out where the world is in the making,
Where there's more of heart in despair are aching,
That's where the West begins,
Where there's more of giving and less of buying,
And a man makes friends without half a trysting,
That's where the West begins.
—Arthur Chapman

My Wish

If I could make a wish for you,
And then could make that wish come true,
I'd wish that you might always be
A blessing to humanity—
That you may have less loss than gain;
More friends than foes.
That in the years that are to come,
You'll always have a happy home;
When trials come, as come they must.
You'll face them with a steadfast trust.
That they who battle for the right,
Are sure to conquer in the fight;
And may your friend and leader be
The Glorious Man of Galilee.
—C. W. Wood

Speaking of Joys

You needn't be rich to be happy,
You needn't be famous to smile;
There are joys for the poorest of toilers.
If only they think them worth while.
There are blue skies and sunshine a plenty,
And blossoms for all to behold;
And always the birds outnumber
The dark, the cheerless, and cold.

Sweet sleep, not a gift for the wealthy,
Nor love, not alone for the great;
It's nice to grow old and successful,
Though it's not joy's custom to wait.
The poorest of toilers have blessings
That their richest companions crave;
And many folks who have riches
Do sorrowing to the grave.

You'll never be happy tomorrow,
If you are not happy today;
If you are missing the joys that are present,
And sighing for ones far away.
The roses won't bloom any fairer,
In glorious years that may be.
Great riches won't sweeten its fragrance,
Nor help it its beauties to see.

Today is the time to make merry,
It's folly for fortune to wait;
The skies with broads will pass away;
Should you ever live to be great.
Joys won't be any brighter,
No matter what fortune you win;
Make the most of today's sunshine,
Tomorrow's too late to begin.

"Hullo!"

When you see a man in woe,
Walk right up an' say "Hullo!"
Say "Hullo!" an' "How d'ye do."
"How's the world a usin' you?"
Slap the fellow on his back,
Bring your shoulders with a whack;
Walks right up, and don't go slow
Gin' an' shake and say "Hullo."

Is he clothe in rags; O acho;
Walk right up an' say "Hullo;"
Rage is but a cotton bull;
Just for wrappin' up a soul;
An' a soul is worth a tres
Nale and hearty "How d'ye do."
Don't wait for the crowd to go;
Walk right up an' say "Hullo."

They big vessels meet, they say,
They schoot an' sail away.

Jest the same are you an' me.
Lonesome ship upon a sea.
Each one sailing his own job.
For a port beyond the fog.
Let your speakin' trumpet blow,
Lift yer horns and cry "Hullo!"

Say "Hullo," an' "How d'ye do!"
Other folks are as good as you.
When you leave your house of clay,
Wanderin' in the far away,
When you travel through the strange
Country 'tis other side the range,
Then the souls you've cheered will know
Who you be, and say "Hullo."
—Emmanuel Wolter Foss

Pa's Instructions

(Copyright, 1921)

If it's a dinner or a dance, a wedding,
or a small affair,
Ma tells Pa what to say an' do an' how to act when they get there;
She won't think of starting out to mingle with the social swarm
Unless she'd taken Pa aside an' properly instructed him.

"Remember, please," she says to him,
"the hostess has spoken on you.
Do not stay in the smoking room the way you very often do.
An' oh, I hope I won't have to tell you not to start to tell
Those very old and silly jokes you somehow seem to like so well.
"It's, Mrs. Penrose, I am there, I hope her you will be nice
Pay her some slight attention please, although it is a sacrifice of your life,
An' don't forget you're getting old an' almost ready for the shelf.
Don't moon around and the pretty girls an' make a fool out of yourself.

There will be many strangers there, be careful of your speech and take
Good care tonight you don't commit your customary foolish breach
Just one word more—if there should be some woman there you think too fat.
To dance with her you're duty bound, I want you to remember this.
Pa says he hopes that Ma an' he will die together, so that when
They start, Pa won't be able to properly instruct him then;
He says if he must go alone to mingle with the angel throng
In spite of all he's learned on earth, whatever he does it will be wrong.
—Edgar A. Guest
**A Recipe for a Perfect Day**

Every day a little music,
Every day a touch of art,
Learn a few lines of some poem,
Or a prose gem from the heart.
Every day a deed for others,
A deed of the spirit or of play;
A smile, a laugh, an hour of study;
A reverent prayer to close the day.

But be sure to take each person,
Day by day with conscious care,
Never lacking one ingredient,
Or the charm will not be there.
Take reverses with good humor,
Bat in Mother Nature's smile;
Here was fresh air and sunshine,
Run or walk or ride a white.

And with best watch for each item,
Check it off as each is done;
Make a game of the whole program,
Pack it full of joy and fun.
Sing a little song, or whistle,
There's your music, by the way,
Keep your mind on all your blessings,
Till you've wrought your perfect day.

There you have it, music, picture,
Memory, and all loving thought;
Oh, that is such a wizard,
Once the magic spell is caught!
Quiet study, sunshine, playtime,
Love and laughter, work and worship.
Lo! Thou hast thy perfect day!
—Addie E. Holsenberg

**"Forget It"**

If you see a tall fellow ahead of a crowd
A leader of men, marching fearless and proud,
And you know of a tale whose mere telling
Would cause his proud head in grief to be bowed?
It's a pretty good plan to forget it.

If you know of a skeleton hidden away
In a closet guarded and kept from the day
In the dark; and whose showing, where sudden display
Would show grief and sorrow and life-long disdain,
It's a pretty good plan to forget it.

If you know of a thing that will darken the joy
Of a MAN or a WOMAN or a GIRL or a BOY,
That will wipe out a smile or least way annoy
A fellow or cause any sadness to cry,
It's a pretty good plan to forget it.

—Walt Whitman

**Life Grants No Favors**

I've told it to him day by day,
That he must always pay his way,
Must even buy his right to play.

We've talked it over many a time,
There is no easy way to climb,
And now I'm putting it into rhyme.

Would he be skillful and attain
High place in sport's or work's domain,
Then he must practice skill to gain.

Life gives us nothing ready-turned,
This is a lesson to be learned,
Its simplest pleasures must be earned.

Who would have friends from start to end,
Mind hearts on which he can depend.
Must do the duties of a friend.

I've told it often to the boy,
When trifling cares and tasks annoy,
There is no idle's road to joy.

Nothing, however small it be,
Can come to us without its fee,
From till no hand is wholly free.

Life grants no favors. As we grow,
This we shall surely come to know,
Evil or good, we make it so.

—Edgar A. Guest

**Johnny's History Lesson**

I think of all things at school;
A boy has got to do.

That studyin' you history as a rule
Is worst of all, don't you?

Of dates there are awful sights,
And though I study day and night,
There's got to be, just right—
That's fourteen ninety-two.

Columbus crossed the Delaware
In fourteen ninety-two;
We whipped the British, fair and square
In fourteen ninety-two.
At Concord an' at Lexington
We kept the red-coats on the run,
While the hand played "Johnny Get Your Gun"
In fourteen ninety-two.

Pat Henry, with his dyin' breath—
In fourteen ninety-two—
Said, "Gimme liberty or gimme death."
In fourteen ninety-two.
An' Barbara Fritchie, so 'tis said,
Cried, "Shoot if you must this old gray head."
But I'd rather 'would be your own instead."
In fourteen ninety-two.

The Pilgrims came to Plymouth Rock
In fourteen ninety-two;
An' the Indians standin' on the dock
Asked, "What are you goin' to do?"
An' they said, "We've got your harbor dear,
That our children's children's children bear,
May boast that their forefathers landed
In fourteen ninety-two.

Miss Pocahontas saved the life—
In fourteen ninety-two;
Of John Smith, an' became his wife,
In fourteen ninety-two.
An' the Smith tribe started then an' there,
And now there's John Smiths everywhere,
But ther didn't have any Smiths to spare
In fourteen ninety-two.

Kentucky was settled by Daniel Boone—
In fourteen ninety-two,
An' I think the cow jumped over the moon
In fourteen ninety-two.
Ben Franklin flew his kite on high
He drew the lightning from the sky,
An' Washington couldn't tell a lie,
In fourteen ninety-two.

—Nelson Waterman

Every time you help the other fellow up
The hill you get a little higher yourself.

—Edgar A. Guest

**Habits**

Habits are things which you do and you shouldn't.
Things which, a good little boy, wouldn't.
For instance, to sprawl on a bed in your clothes,
An' yank off a shoe and don't look where it goes,
An' take off a stocking an' give it a fling.
So that when it comes morning you can't find a thing
Which you know you took off. It should be on
But habit has kept you from putting it there.

Habits are funny. You do 'em, that's all,
And do 'em without ever thinking at all.
You say that you won't toss your hat on the floor,
Or bite down your nails till your fingers are sore,
Or sniff your nose or sit humped in your chair.
An' twist up an' play with a bunch of your hair.
An' you mean that you won't when you promised it then,
But the first you know you have done it again.

Habits are things that you mothers detest,
Like twisting the buttons that's sewed on your vest,
Or stuffing your feet as you walk through the hall.
You don't even know that you do them at all.
You don't even know what the matter is when they
Bring you up with a jerk with that: "Stop it, I say!"

Then they preach an' they talk an' they scold you a lot,
And it's all on account of that habit you've got.

—Edgar A. Guest

**You've Got to Dig**

The man who wants a garden fair,
Or small or very big,
With flowers growing here and there,
Must bend his back and dig.

The things he needs for his garden,
That wishes can attain,
Whatever we want of any worth
We've got to work to gain.

It matters not what goal you seek,
Its secret here reposes,
You've got to dig from week to week,
To get Results or Roses.

—Edgar A. Guest
If I Knew You and You Knew Me

If I knew you and you knew me,
'Tis seldom we would disagree:
But, never having yet clasped hands,
Both often fail to understand.
That each intends to do what's right
And treat each other "honor bright.
How little to converse there'd be
If I knew you and you knew me.

Where'er we ship you by mistake,
Or in your bill some error make,
From irritation you'd be free
If I knew you and you knew me.
Or when the checks don't come on time,
And customers send nary a line,
We'd wait without anxiety
If I knew you and you knew me.

Or when some goods you "fire back,
Or make a "kick" on this or that,
We'd take it in good part, you see,
If I knew you and you knew me.
With customers a million strong
Occasionally things go wrong—
Sometimes our faults, sometimes it's theirs,
Consequently decrease all cares:
Kind friends, how pleasant things would be
If I knew you and you knew me.

Then let no doubting thoughts arise
Of false good faith on either side;
Confidence to each other give,
Living sincerely, let other live;
But not your way this way,
That he meurers with a smile,
And we then face to face each shall see
And I'll know you and you'll know me.
—W. E. Cooper

How He Got Rich

He rang in a little sooner
The bell that follows in his shop;
And stayed a little longer
When the whistle blew to "Stop!"
He worked a little harder
And he talked a little less;
He seemed but little hurried
And he showed but little stress,
For every little movement
His efficiency expressed.
Thus his envelope grew just
A little thicker than the rest,
He saved a little money
In a hundred little ways;
His bank balance was extra
When he got a little raise.
Now it's very little wonder
As he clips his little coupons
"Are the little things worth while?"
—C. A. O. Employees' Magazine

A Simple Recipe

To be a worthy man,
As you, my boy, would like to be,—
This is to show you how you can—
This simple recipe.

Be honest—both in word and act,
Be strictly truthful through and through.
Fact cannot fail; you stick to fact,
And fact will stick to you.

Be clean, outside and in, and sweep
Both heart and heart, and hold them bright.
Wear snowy linen—aye, and keep
Your conscience snowy white.

Do right, your utmost; good must come
To you who do your level best—
Your very hopes will help you some,
And work will do the rest.
—James Whitcomb Riley

The Teacher's Vision

I see a child, a wonderful thing.
A creature of God's design.
With all the being unfurled
As a flag to the street.
Half human and half divine.

I see a mind, all new and untried,
And a heart and conscience untrained.
And a body that's whole,
And an unknown, untried.
They're given to me to be trained!

O God, give me strength to measure the mind
And read what that intellect holds.
And judge it aright
And develop its might.
As its power completely unfolds.
And then let my heart go to meet that heart;
Let my sympathy help it along;
Let me lighten it sad
And laugh with it glad.
That its spirit may ever be strong.
And that body—just how shall I keep it thus.
Preserve it so sound and so clean.

Uphold it by use
And protect from abuse.
O God, let a vision be seen!
And that soul untouched—will tell the child.
That soul is ever Thine;
And oh, may the child keep it so
To return to Thee, clean, in its time.

The Runaway

When I was but a little boy I thought I'd run away,
I didn't like the dreadful things they'd said to me that day,
I didn't like the scolding mother gave her precious lad,
Or what she said she'd do to me the next time I was bad;
I thought I didn't like the house, the neighbors, the street,
My little world seemed full of folks I didn't want to meet,
And so that very afternoon I slipped away and hid—
But I went back home at supper time, and I am glad I did.

I hid out in a neighbor's barn and watched where I could see,
I thought I'd see my mother come and search around for me,
I thought for sure there'd be a fuss, I thought there'd be a crowd,
But no one poked around the yards or called my name out loud;
Nobody seemed to know I'd gone, nobody seemed to care,
And that old barn seemed filled with things I didn't know were there,
And by and by I couldn't stand the loneliness, and so
I slipped back home for supper, and the folks just said "hello."

They didn't ask me where I'd been, my mother's eyes weren't red—
I'd been away all afternoon and not a tear she'd shed.
They talked the way they always talked, and now, as I recall,
They never even knew that I had run away at all.

But I have lived a lot since then, and learned from day to day,
When trouble comes the little men still try to run away,
They think that they can hide from care, but this old world goes on,
And people busy with their tasks will never know they're gone.
—Edgar A. Guest

Two Thoughts for Every Day

The men who try to do something and fail, are infinitely better than those who try to do nothing and succeed.—Lloyd Jones.

Most of the things that are put off until tomorrow should be done yesterday.—Exchange

The Runaway

"Economy makes happy homes and sound nations. Instill it deep."—George Washington

"Teach economy. That is one of the first and highest virtues... It begins with saving money."—Abraham Lincoln

"No boy ever became great as a man who did not in his youth learn to save money."—John Wanamaker

"Above all teach the children to save; economy is the sure foundation for all virtues."—Victor Hugo

"Save and teach all you are interested in to save; thus pave the way for moral and material success."—Thomas Jefferson

"Go to the ant, thou sluggard; consider her ways, and be wise; which having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest."—The Bible

Father's Headache

Lots of times our daddy hurries to the couch and wears a frown.
Just as soon as day is over and his work is done in town;
Mother tells a story, we'll have to stay clear out of daddy's sight,
And be still because his head is aching fearfully tonight.

We can't play unless we're quiet, and we dare not say a word,
And we have to whisper careful so our whispers won't be heard,
And as soon as supper's finished we are sent away to bed.
For our mother says we're apt to be an aspiring daddy's head.

Mother has a way to tell us that our father doesn't know,
When he gets an awful headache she reminds: "It looks like snow."
And we have to stop our shouting, and we have to cease our play.
For, of course, our daddy's brought a headache home again today.

We are going to ask the doctor if he can't relieve our dad,
For it's hard to live in silence when we want to shout so bad,
And this thing of going to bed, at seven thirty is a fright.
When our father gets a headache almost every other night.
—Robert Worthington Davis
Father's Mustache Cup

Just You

An "IF" For Girls

"George's Dad, and Mine"

Franklin Thristograms

LITTLE DICK AND HIS CLOCK

The Potter

Love

"As, how skilful grows the hand That obeys LOVE'S command: It is thine HEART, and not the brain That to the highest doth attain; And he who follows LOVE'S behest, Far excels all the rest."
Success

To live and be happy,
Have friends who are true,
To know you trust them,
That they can treat you;
Know that they miss you,
When you are away,
Make life worth living
For you every day.

To know that you're doing
Your best all the while,
Though rough be the road,
If then you can smile;
If children and old folks
Are blessing your name,
Success then is yours,
Far better than fame.

—C. W. Wood

Chums

I like to go with Billy Smith,
With Charlie Brown and Pete.
We're just one age, and all of us
Live on the same old street.
We stand together mighty close,
We're in one room in school,
In work or play it's all the same—
We stick to that's our rule.
But still there is another friend,
And when I see him come
I have the feeling after all
That he's my finest chum.

We talk together every night;
I tell him of my play,
And all about my school work and
Our baseball team—and say—
He seems more anxious, far, to hear
Than any boy could be—
And my—he sort of seems to know
The thoughts inside of me.
It's fine to think that he's my chum
And know that I am his,
That I can tell him everything.
No matter what it is.

He says it makes him young again
To talk of mine,
And that he thinks it's fine
To hear about the fellows, and
The things of things we do,
But he don't know how good it feels
To have him wanting to.
It's fine to have a Billy, Pete
And Charlie go and come,
But say—it's finer still to have
Your D-t the greatest chum.

—Edward G. Frank

Tis This to Teach

To take a child in gentle hands
And lead him into mystic lands,
Where veils no longer shroud the past
And each new hope o'ergrows the past—
Tis this to teach.

To light new fires where old have burned
With brave, good hearts as roads are turned,
To find new stars where darkness sways,
Whose light one day shall mark the ways—
Tis this to teach.

To fill the child world brim with joy
To charm and hold some errant boy
With stern ambition, or some song
Of right triumphant over woe—
Tis this to teach.

To move dread mountains dark with fear
By faith of young hearts drawing near
That paths the fathers leagd have trod.
The narrow paths that lead to God—
Tis this to teach.

—A. F. Herman

Just Being Happy

Just being happy
Is a fine thing to do;
Looking on the bright side
Rather than the blue;
Sad or sunny musing
Is largely in the choosing.
And just being happy
Is a brave work and true.

Just being happy
Helps other souls along;
Their burdens may be heavy
And they not strong;
And your own sky will lighten
If other skies you brighten.
By just being happy
With a heart full of song.
—Anonymous

To My Sweetheart

I thought that you would like to know
That some one's thoughts go where you go;
That some one never can forget
That hours we spent since first we met;
That life is richer, sweeter far
For such a sweetheart as you are,
And now my constant prayer will be
That God may keep you safe for me.

—Edward G. Frank

The Little Old Town

I love to live in a town like this—
Just a little old town like this;
Where the skies are clear, and the winds are free.
Where the children smile at you and me,
And the golden sun, with a genial kiss,
Makes it good to live in a town like this.
I love to live in a town like this—
Just a little old town like this;
Where you know the names of folks you meet,
Though they happen to live on a different street.
If they move away, their faces you miss
In a little old town like this.
I love to live in a town like this—
Just a little old town like this; Where every anguished in one's breast
Is felt and shared by friends the best.
They share the pain, and share the kiss
In a little old town like this.
I love to live in a town like this—
Just a little old town like this;
Where neighbors watch by the loved one's bed,
And weep with you over the bier of the dead.
And forgive every deed that was done amiss
In a little old town like this.

Then let me live in a town like this—
Just a little old town like this;
Where your face of today is your friend tomorrow,
Who is eager to bear the cross of your sorrow.
And make it light as the morning mist
In a little old town like this.

—A. M. Eri

Month of May

May—what are you trying to do?
Trying to bring winter back, are you?
Queen of May was here and gone,
You act as if winter just begun.

Old King Coal is still on deck,
We thought you took his good-by check.
Every day we order some more; Feeding the furnace makes us sore.

How did you get the weather mixed up,
Of old winter we drank our cup,
Come on—give us a few warm days,
Or for you we'll have no grate.

—Editor Omaha Daily News

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;
If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you give your life to, broken,
AndStep on and build 'em with worn-out tools;
If you can make one heap of all your winnings
And risk it on one turn of pitch and toss,
And lose, and start again at your beginnings
And never breath a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the will which says to them: "Hold on!"
If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds worth of distance run,
Yours is the Earth and everything that's in it.
And—which is more—you'll be a Man,
your son!

—Kipling

This above all: To thine own self be true;
And it must follow, as the Night the Day,
That cowards die many times before they die,
And men at the last be true to himself.
—Shakespeare
The "I Can't" Man Can't

What a weighty ball and chain a man's state of mind is sometimes.

He knows so much better what he can't do than what he can.

Turn another man loose on the job who doesn't know what "can't be done," and he'll do it.

A wonderful story is told in verse of a belligerent boy who didn't know that a thing couldn't be done, so f obtantly stepped out and did it.

Columbus didn't know that the world was flat, so he sailed right over the "edge" and discovered differently.

Napoleon didn't know that France wasn't ripe for a revolution, so he started one and conquered a continent.

Edison refused to accept the "can't be done" precedents of his time, but pitched right in and revolutionized electrical science.

Nobody ever amounted to a whoop by acknowledging impossibility.

"If you think you're beaten, you are;
If you think you dare not, you don't;
If you'd rather win, but think you can't,
It's most a cinch you won't.

If you think you'll lose, you've lost.
For out in the world we find
Success begins with a fellow's will
It's all in the state of mind.

Life's battles don't always go
To the stronger or faster man,
But sooner or later the man who wins
Is the fellow who thinks he can.

Every "impossible" thing is going to be
Done in the course of time.
If you don't do it, the next fellow will.

That's pep!

Vigor, vitality, vim and punch—
That's pep!
The courage to act on a sudden hunch—
That's pep!
The nerve to tackle the hardest thing—
With feet that climb, and hands that cling—
And a heart that never forgets to sing—
That's pep!

Sand and grit in a concrete base—
That's pep!
Friendly smile on an honest face—
That's pep!
The spirit that helps when another's down—
That knows how to scatter the blackest frown—
That loves its neighbor and loves its town—
That's pep!

To say "I will!"—for you know you can—
That's pep!
To look for the best in every man—
That's pep!
To meet each thundering knockout blow,
To come back with a laugh, because you know—
You'll get the best of the whole darned show—
That's pep!

Life

Life is a leaf of paper white
Wherein each one of us may write
His word or two; and then comes night.

Though these have time
But for a line, be that subline;
Not failure, but low aim is crime.

―James Russell Lowell

Then and Now

When Washington was president,
As cold as any icicle,
He never on a railroad went,
And never rode a bicycle.
He read by no electric lamp,
Nor heard about the Yellowstone;
He never licked a postage stamp,
And never saw a telephone.
His trousers ended at the knees;
By wire he could not send a dispatch;
He filled his lamp with whale-oil grease
And never had a match to scratch.
But in these days it's come to pass,
All work is with such dashing done—
We've all these things; but then, alas—
We seem to have no Washington.

―Henry K. Wells

A Nation's Builders

Not gold, but only men can make
A people great and strong—
Men who, for truth and honor's sake,
Stand fast and suffer long.

Brave men, who work while others sleep—
Who dare while others fly—
They build a nation's pillars deep
And lift them to the sky.

—Ralph Waldo Emerson

An ounce of push is worth a pound of pull.
The Sleepy Age

When I was young I'd go a walk
And then my davon couch I'd seek
And sleep like I was dead.
Around with wires with Marven's
I'd snore and dream and snore—
Arose with youthful impetus
And go a few days more.

In youth I used to stay awake—
My slumbering became a task.
Sleep was a thing that I could take
Or I could leave alone;
But now old Somms be a jinx
Who makes my eyelids lame,
No longer will some forty winks
Refresh my faded frame.

Sometimes I fall asleep by day
As in my chair I rest.
And every night I hit the hay
While somebodies gild the west;
In youth, 'tis true, I used to woo
The girl of my desire;
But now I have a rendezvous
With John J. Ostermoe.

The Crayon Portrait

(Strophes, 1924)
The old crayon portrait of father, at last
We have put it away.
We have stored it high up in the attic,
And stored it, I fancy, to stay.

'Tis not that we think less of father, or have ceased to remember his name,
'Tis because we have tired of that picture
And tired of that horrid frame.

I remember the day that we bought it;
It was remembered that man who appeared
And earnestly pleaded with mother—'I remember the cut of his beard.
I remember the whiteness of his hair;
Today I can still hear him tell
He could make one of father just like them—seven dollars and a half, and she fell.

She loaned the group we'd had taken,
With dad in the center, and he
Even there lacked the smile of good nature
Which I'd grown accustomed to see.

But the man said he'd give him a twinkle;
His forehead he'd slightly enlarge.
And trim up his whiskers a little, and make no additional charge.

Well, he burnedish, and polished up father,
His head he threw up in the air.
He gave him a large Adam's apple, and a
Marvelous necktie to set him aglow.
But none of the rest would have known him
If the man hadn't told us his name.

But when mother had paid for the picture
She went into debt for the frame.

That old crayon portrait of father, at last
We have stored it away.
It recalled not the father who loved us,
But rather the feeling of his day.

And I think as father would wish it
He'd choose to be drawn away flat.
That stubborn chisel would go on his picture
And that he would look like that!

—Edgar A. Guest

Recipe for a Day

Take a dash of cold water and a little
Leaven of prayer.
A little bit of sunshine gold dissolved in
The morning air.
Add to your meal some merriment and a
Thought for kith and kin.
And then as a prime accessory a plenty
Of work thrown in.
But spice it all with the essence of love
And a little whif of play.
And a wise old book and a glance above
Complete a well spent day.

—Edgar A. Guest

Home

Home ain't a place that gold can be bought or get
A place that gold can be bought or get
Up in a minute;
And there's where your heartbeats are heard and you瞧n't
And there's where your heartbeats are heard and you瞧n't
Up in a minute;
Within the walls there's got to be some
Within the walls there's got to be some
Babies born, and then
Right there you've got to be 'em up t' women good, an' men;
And grandly, as time goes on, ye find ye
Wouldn't part
With anything they ever used—they've grown into yer heart;
The old high chairs, the playthings, too,
Ye hold; an' if ye could ye'd keep the thumb-marks on the door.
Ye've got twelv' t' make it home, ye've
t' sit and sigh.
And watch besides a loved one's bed, an' know that death is nigh;
An' in the stillness o' the night ye see
Death's angel come.
An' close the eyes o' her that smiled, an' leave her sweet voice dummy.
For she's there and it's a pity that we never wore
Ye find the house is dearer than it was,
An' it's so, it's so to think o' the pleasant memories
O' her that was an' is no more—ye can't escape from these.

—Edgar A. Guest

Team Work

It's all very well to have courage and skill,
And it's fine to be counted a star;
But the single deed, with its touch of thrill,
Doesn't tell us the man you are.
For there's no lone hand in the game we play,
We must work to a bigger scheme;
And the thing that counts in the world today
Is how well you work with the team!
It is all very well to fight for fame,
But the cause is a bigger need;
And what you do for the good of the game
Counts more than the flash of speed;
It's the long, long haul and the draw-grind
Where the stars but faintly gleam,
And it's leaving all thought of self behind
That fashions a winning team.
You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your neighbor man to score
When his chances hopeless seem;
It's forgetting self and doing the same or
And fighting for the team.
—Edgar A. Guest

Keep a-Trying

Say, "I'll try!" and then stick to it—
That's the only way to do it.
Don't build up awhile and then
Tear the whole thing down.
Fix the goal you wish to gain,
Then go at it and win.
And, though clouds shut out the blue,
Do not dim your purpose true.
With your sighing;
Stand erect, and give a man
Know they can who think they can.
Keep a-trying.

—Edgar A. Guest

Failure

What is failure? It's only a sour
To a man who receives it right,
And it makes the spirit with him stir
To get up once more and fight.
If you have never failed, it's an even guess
You never won a high success.
—Edgar A. Guest

—Exchange
The Land of Beginning Again

I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches
And all of our poor, selfish grief
Could be dropped like a shabby old coat at the door,
And never put on again.

We wish, we could come on it all unaware,
Like a hunter who finds a lost trail;
And we wish that the one whom our blindness
 Has been so
The greatest injustice of all
Could be at the gates, like an old friend that waits
For the coward he's gladdest to hail.

We would find all the things we intended to do
But forgot, and remembered too late,
Little praises unspoken, little promises broken
And all of the thousand and one
Little dates neglected that might have perfected
The day for one less fortunate.

It wouldn't be possible not to be kind
In the Land of Beginning Again;
And the ones we misjudged and the ones
Whom we grudged,
The corner of victory here,
Would find in the grasp of our loving hand class
More than pleasant lips could explain.

For what had been hardest we'd know had been best,
And what had seemed less would be gained;
For there isn't a thing that will not take wing
When we've faced it and laughed it away;
And I think that the laughter is most what we are
In the Land of Beginning Again!

Spinach

(Anonymous, 1924)

Oh, the good old days of boyhood, they are gone forevermore,
With their laughter and their shouting and the song about the door;
New the games we played are over, and the old school house is down,
And the years have built a city where there used to be a town.

But last night I caught a vision of a dining table neat
And a heaping dish of spinach which mother made us eat.

Now I hold no love for spinach. In the days of long ago
And their endless round of pleasures, there was that one touch of woe,
Just the blemish to the laughter which I wouldn't now, alas.

Could I turn away from manhood and escape its care and pain?
Though I'd like to be a youngster, I'd not willingly cast
That springtime dish of spinach which the mother made us eat.

Well, I know that it's a tonic, I've been told of it often enough,
And a very wholesome diet, but I never liked the stuff,
And I used to squirm at and spatter the smile would leave my face
Every time I saw my mother putting spinach at my place.

All in vain were my excuses, I could never leave my seat.
"Til I finished up that spinach which the mother made me eat.

Now I hear his mother saying just what
Mother said to me:
"You must eat your dish of spinach if a strong boy you would be."

And I hear him argue with her, and a chuckle soft and low
As he mumbles and he grumbles just as I did long ago,

And I say unto his mother, as her pleading eyes I meet:
"You can leave a boy to spinach, but it's hard to make him eat."

—Edgar A. Guest

Content

'Tis not enough to do your bit
Though every bit helps some,
But just to do your bit and quit
Won't cause success to come—
To swim against the backward tide—
To measure every test—
A man must not be satisfied
Until he's done his best.

I'd rather fail of worthy deed
Than in the lower aims succeed,
Or with pretense get by
I do not crave the hall of fame
When I am laid to rest,
If friends will carve beneath my name
"He always did his best."

—Edgar A. Guest

Extras

When you're building your house take a warning from me—
Don't alter or change anything that you see!

When once you've agreed on the cost of the place,
Go out of the city and don't show your face.

To the masons, the plumber, the carpenter's crew,
For the things they call "extras" will paralyze you.

Should you say: "Put a hook here to hang my hat."
You'll find an "extra" they've charged you for that.

Should by chance you remark to the boss:
"Do you see nothing in this?"

The gas range should stand where you're putting the sink."

He will say with a smile: "That's a very good change."

But that's twelve dollars "extra" for moving the range.

Should you fancy white paint where you've ordered it blue
Right gladly they'll smear on the white stuff for you;
But they've somewhere in hiding a man
Who keeps books,
Who counts up the nails and the bolts and the hooks,
And seeing white paint where the plan called for blue,
He puts down an "extra" and bills it to you.

That man is a marvel. He eats not, nor sleeps,
So strict an account of your orders he keeps.
Should you change but the type of the hinge on the door,
That goes down as an "extra" and costs so much more.

So when building a house alter nothing you see,
And beware of these "extras" which bankrupted me.

—Edgar A. Guest

May

Here's May once again!
With her orchards in bloom,
Like a bride at the altar
Arrived for the groom;
There's a wreath in her hair,
And her bridal bouquet
Scatters beauty afar
As she flings it away.

Here's May with her youth,
Just as lovely as all.
As when first the world looked
On the green of the tree,
Man ran his brief race,
Then his story is told
And the grave takes him in,
But May never grows old.

Here's May! The same May
Which thrilled men of the past.
As she was long ago,
She shall be to the last,
And though over the world
Countless ages have rolled,
May has smiled at them all
And never grown old.

—Edgar A. Guest

The Living

You will praise him when he's gone;
When his earthly story ends.
You may send the florist's roses
His dark bier to lie upon;
When he cannot see you,
You will very friendly be.
But 'twere better far, he'd vow,
If he had your friendship now.

You will speak about his worth;
When he has no need of fame,
You will glorify his name.
When at last he quits the earth;
And if he should die today,
Many kindly things you'd say,
But I wonder why do men
Always seem to wait till then?

When the frost is on his cheek
And his hands lie still and cold,
All his good deeds will be told;
Those who're silent now will speak;
When at last his journey ends,
He will pass through lines of friends.
But today he mustn't know
That his neighbors love him so.

Draw us, friends, on either side
For the man who lives today!
Smile at him and smooth his way;
Let the line be long and wide,
Let your praise of him we said
As you would if he were dead,
Make his living march as fine
As shall be his funeral line.

—Edgar A. Guest
A Flea

Lord, let me bring a little grace To every dark and foreign place. Let me rejoice that I can give Some splendor to the life I live. A little faith when I am tried. A little hope when I am hide. A touch of friendship now and then To mark my comradeship with men.

Lord, let me bring a little mirth To all who share my days on earth. Let sometimes he who is sad Or some remnant, when I have traveled on, To prove the man I've tried to be And make men glad as they walked with me. A smile, a word of cheer. Make these my gifts from year to year.

Lord, not for high renown I ask, Let me bring merit to my task. A companion, I would be For all who share life's toil with me. When heavy burdens weigh me down, Grant me the courage not to frown. And whenever my hopes shall end, Let me not cease to play the child.

Let me carry where I go Some little joy to all I know. Let these into my life be wrought—A little grace, a little light. A little mirth, a little grace To glorify the common place. Let some little splendor shine To mark this earthly corner mine.

—Edgar A. Guest

Waiting

I could say nice things about him; I could praise him if I would; I could tell all about his kindness, For he's always doing good. I could boost him as he journeys Over the road of life to-day; But I let him pass in silence And I've not a word to say; For I'm one of those new waiting— Ere a word of praise or praise is said, Or a word of comfort uttered— Till the friend we love is dead.

I could sneak of yonder brother As a man it's good to know; And perhaps he'd like to hear it, As he journeys here below. I could tell the world about him And his virtues all recall. But at present he is living, And it wouldn't do at all; So I'm waiting, yes, I'm waiting Till the spark of life is fed; I'm waiting to praise him I must know that he is dead.

I appreciate the kindness That he's often shown me, And it will not be forgotten When I speak in public. I should like to stand in public, And proclaim him a friend of mine; But that's not customary. So I give the world no sign Of my love for yonder brother, Who has often helped me here; I am waiting ere I praise him Till I stand before his bier.

—Edgar A. Guest

The Thinker

Back of the beating hammer, By which the steel is wrought, Back of the workman's claim, The seeker will find the thought. The thought that is ever master Of iron and steel, That rises above disaster And tramples it under heel.

The dudgeon may fret and tinker Or labor with lusty blows, But back of him stands the thinker, The clear-eyed man who knows.

—Rexford Broley

The House By the Side of the Road

There are nethers souls that live withdrawn In the peace of their self-content; There are souls, like stars that dwell apart, In a fellowss firmament; There are people souls that blaze their paths Where highways never ran— But let me live by the side of the road And be a friend to man.

Let me live in a house by the side of the road Where the race of men go by— The men who are good and the men who are bad. As good and as bad as I, I would not sit in the sinner's seat, Or hurl the cynic's ban; Let me live in the house by the side of the road And be a friend to man.

I see from my house by the side of the road By the side of the highway of life, The men who press with the arrogant pace, But I turn not away from their smiles nor their tears. Both parts of an infinite plan; Let me live in my house by the side of the road And be a friend to man.

I know there are brook-side meadows ahead, And mountains of wearable height; That the road passes on through the long afternoon, And stretches away in the night; But still I rejoice when the travelers rejoice, And weep with the strangers that moan, Nor live in my house by the side of the road Like a man who dwells alone.

—James Walter Potts

The Important Job

I may fail to be as clever as my neighbor down the street, I may fail to be as wealthy as some other men I meet, I may never win the glory which a lot of men have But I've got to be successful as a little fellow's dad!

There are certain dreams I cherish which I'd like to see come true, There are things I would accomplish ere my time of life is through, But the task my heart is set on is to guide a little lad And to make myself successful as that little fellow's dad.

I may never come to glory, I may never gather gold, Men may list me with the failures when my business life is told But if he who follows after shall be manly, I'll be glad For I'll know I've been successful as that little fellow's dad.

It's the one job that I dream of, it's the task I think of most. If I failed that growing youngster, I'd have nothing else to do. For though wealth and fame I'd gathered, all my future would be sad If I'd failed to be successful as that little fellow's dad.

—Edgar A. Guest

Friendship

The happiest business in all the world Is that of making friends. And no investment on the street Pays bigger dividends.

Life is more than stocks and bonds. Love is more than the interest. And he who gives in friendship's name Shall reap as he has spent.

Life is the great investment, And no man lives in vain. Who guards an hundred friendships As a miser guards his gain.

So, give the world a welcome Each day, whatever it sends. And may no mortgage ever foreclose That partnership of friend. —R. E. Hunt

See page 151 for Order Blank
Commonplaces

This is very commonplace,
Very commonplaces, but true:
If you keep a smiling face
All the world will smile at you;
This is whispered everywhere:
Lars no one wants to meet,
Therefore, keep your record fair.
Never lie and never cheat.
No one ever speaks the praise
Of a SIRLY MAN and mean.
No one ever fear the ways
Of the vulgar and uncouth;
Knowing this, why cultivate
Habits all your friends dearest?
Why be one the world will hate
Why not seek for what is best?
Misers draw their fellows' scorn,
So, of selfishness beware.
With the right to choose we're born
Why not follow what is fair?
Men admire the youth who tries,
All upon the elder crown;
Therefore, why not seek to rise?
Why deliberately go down?
Be you cheerful, brave and kind,
Keep the simplest pledge you give,
And where'er you go you'll find
Friends about you while you live;
Do your best at every turn
Help another when you can.
This is all you need to hear.
All the world admires a man.
—Edgar A. Guest

Thrift Wisdom

"Economy makes happy homes and sound nations. Instill it deep."
—George Washington

"No boy ever became great as a man who did not in his youth learn to save money."
—Walter Nibbrig

"Above all, teach the children to save; economy is the sure foundation for all virtues."—Abraham Lincoln

"Teach economy. That is one of the first and highest virtues. It begins with saving money."
—Thomas Jefferson

"Save and teach all you are interested in to save; thus pave the way for moral and material success."
—Walter Whitman

"Go to the ant, thou sluggard; consider her ways, and be wise; which having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest."
—The Bible

The Helpless Man

"Last night I dreamed I'd died," said she,
"Passed from this world and trouble-free;
And getting up to heaven's gate,
I was received in royal state.
'It come in and rest,' St. Peter said,
"Poor, weary wife be comforted.
Come in and set your cares away.'
"No, no," said I, 'I must not stay.
"What troubles you?" he asked and smiled;
"At last you've come to heaven, child!"
"I know," I said, 'and I am proud.
To think in Heaven I'd be allowed,
But back to earth please let me go.
My helpless husband needs me so;
Since first I took his wedding ring
He hasn't found a single thing.
"I want to find his shoes and spots
His overcoats and ties and hats;
At morn I've passed him out his hose,
Where they are kept he never knows.
And were they right beneath his nose
He'd never see them. When he goes
Upon a little business trip
I must be there to pack his grip.
"Poor man, he'll quickly come to grief
He cannot find this handkerchief
In vain about the house he'll look.
For his pajama and the book;
For thirty years I now assert
I've put the buttons in his shirt.
Without me now, I'm asking you
Whatever will my husband do?"
—Edgar A. Guest

"Forget it"

If you see a tall fellow ahead of a crowd
A leader of men, marching fearless and proud.
And you know of a tale whose mere telling is
Would cause his proud head in grief to be bowed.
"It's a pretty good plan to forget it.
If you know of a skeleton hidden away
In a closet guarded and kept from the day
In the dark; and whose showing whose sundry display
Would show grief and sorrow and life long dismay.
"It's a pretty good plan to forget it.
If you know of a thing that will darken the joy
Of a MAN or a WOMAN or a GIRL or a BOY.
That wilt write out a smile or least way handy
A fellow or cause any gladness to cloy.
It's a pretty good plan to forget it.
—Walt Whitman

Two Brothers

Bill bought a car with his money and
Bill was a swell for a year or two as he
Bought a car for one or two, but
And Bill was a swell for a year or two, but
But Joe's hand didn't deprecate in any such way as that.

Joe had little to show at first for the money he had spent
For a piece of ground couldn't follow him round on pleasure or business;
And Bill was a swell for a year or two, but
And Bill was a swell for a year or two, but
While the worth of a car goes down
to a thrift store and it's worth it's close to a thriving town.

Today Joe rides in a modern car, for a part of his land he sold,
And he has no fear of the coming year, no terror of growing old;
For he bought land with his little sum, while Bill bought a shiny car, and
And it pays to wait to be up-to-date.

The moral? Well, here you are!

A Nation's Builders

Men, who, for truth and honor's sake, stand fast and suffer long.
Brave men, who work while others sleep;
Who dare while others fly;
They build a nation's pillars deep

—and let them be the sky.

Epigrams

"Worry's worst enemy. Work."

Nobody throws rocks at a dead bird.
An ounce of push is worth a pound of pull.
A rolling stone is always headed for the bottom.
Moss never grows on a back that keeps moving.
What you will be depends upon what you are.
If you are in a rut, look out, but look in, too, for the trouble's probably there.
Every time you help the other fellow up the hill you get a little higher yourself.
Most of the things that are put off until tomorrow should have been done yesterday."
National, State and County Officers

United States Supreme Court

Chief Justice, John Marshall
Supreme Court Justices

Secretary of State

Governor of the State

Lieutenant Governor

Auditor of State

Treasurer of State

Attorney General

Commissioner of Agriculture

Commissioner of Education

Commissioner of Public Instruction

State Health Officer

Board of Health

The legislative department of the State of Iowa is vested in a general assembly, which consists of a Senate and House of Representatives. The Senate consists of fifty members, who are elected for a term of six years; twenty-one senators belong to each party. The House of Representatives consists of one hundred and eighty members, who are elected for a term of two years. The Senate and the House are held in session for the second Monday in January, and they adjourn to the next session. The House of Representatives is in session for two years. The Senate is in session for one year. The members of the House of Representatives are allowed five cents a mile from their houses to the Capital and return for traveling expenses.

U.S. Senators from Iowa

Speaker of the House

President

Secretary

Register

Clerk

Secretary of the Senate

Speaker of the House

The following officers are elected for the term of two years:

Senator from Iowa, 1893-95

Congressmen from Iowa

United States Senators from Iowa

State Officers

The Governor is the executive head of the State. He is elected for a term of two years. He is also President of the Senate and has the power of veto. The State has a Lieutenant Governor, who is elected for the same term as the Governor. The State has a Secretary of State, who is elected for a term of four years. The State has a Treasurer, who is elected for a term of four years. The State has a Auditor, who is elected for a term of four years. The State has a Commissioner of Agriculture, who is elected for a term of six years. The State has a Commissioner of Education, who is elected for a term of eight years. The State has a Commissioner of Public Instruction, who is elected for a term of four years.
National, State and County Officers

President of the United States—Calvin Coolidge. Terms: four years, 1923-29. Salary, $100,000.

NOTE—In addition to his salary the President is furnished ten homes, the White House, and approximately $125,000 for expenses.

The President's Cabinet

Secretary of State—Charles E. Hickenlooper. Salary, $10,000 per month. Term, four years, 1923-29.

Secretary of the Treasury—Charles E. Hughes. Salary, $10,000 per month. Term, four years, 1923-29.

Secretary of War—Charles E. Hughes. Salary, $10,000 per month. Term, four years, 1923-29.

Postmaster General—Charles E. Hughes. Salary, $10,000 per month. Term, four years, 1923-29.

Secretary of Commerce—Charles E. Hughes. Salary, $10,000 per month. Term, four years, 1923-29.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Term of incumbent ends January 2, 1927.

May E. Francis, Superintendent of Public Instruction, Des Moines.

BOARD OF EDUCATIONAL EXAMINERS

May E. Francis, Secretary of Public Instruction, Des Moines.

Walter A. Jones, President of the State University of Iowa, ex-officio.

Homer H. Slorey, President of Iowa State Teachers College, ex-officio.

Raymond P. Pease, President of Iowa State University of Education, ex-officio.

Nancy L. Lewis, President of the State University of Iowa, ex-officio.

BOARD OF COMMISSIONERS OF PUBLIC INSTRUCTION

Term expires January 2, 1927.

Mary E. Francis, Superintendent of Public Instruction, Des Moines.

George W. Sampson, Secretary of Public Instruction, Des Moines.

TEACHERS' PLACEMENT BUREAU

Director—Dr. Peter J. Kavanagh, Des Moines.

BOARD OF STATE OFFICERS

Term expires March 1, 1927.

Superintendent of Banking—Dr. Peter J. Kavanagh, Des Moines.

Chief of State Police—Dr. Peter J. Kavanagh, Des Moines.

Sheriff of the State—Dr. Peter J. Kavanagh, Des Moines.

COMMISSIONERS OF STATE OFFICES

Term expires March 1, 1927.

Superintendent of Banking—Dr. Peter J. Kavanagh, Des Moines.

Chief of State Police—Dr. Peter J. Kavanagh, Des Moines.

Sheriff of the State—Dr. Peter J. Kavanagh, Des Moines.

COMMISSIONERS OF POLICE AND PROBATION

Term expires March 1, 1927.

Superintendent of Police—Dr. Peter J. Kavanagh, Des Moines.

Chief of Probation—Dr. Peter J. Kavanagh, Des Moines.

COMMISSIONERS OF JUSTICE

Term expires March 1, 1927.

Superintendent of Prisons—Dr. Peter J. Kavanagh, Des Moines.

Chief of Probation—Dr. Peter J. Kavanagh, Des Moines.

COMMISSIONERS OF JUSTICE

Term expires March 1, 1927.

Superintendent of Prisons—Dr. Peter J. Kavanagh, Des Moines.

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COMMISSIONERS OF JUSTICE

Term expires March 1, 1927.

Superintendent of Prisons—Dr. Peter J. Kavanagh, Des Moines.

Chief of Probation—Dr. Peter J. Kavanagh, Des Moines.

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STATE OFFICERS

Term expires March 1, 1927.

Superintendent of Prisons—Dr. Peter J. Kavanagh, Des Moines.

Chief of Probation—Dr. Peter J. Kavanagh, Des Moines.
IOWA STATE SENATORS, 1925-1927

Dist. Name Address
1-5. N. Snook Mt. Pleasant
5-9. T. A. Hager 
10-14. W. W. Haven
15-19. W. C. Hawley
20-24. E. D. Showalter
25-29. H. M. Ray
30-33. W. E. Kinnick
34-37. F. H. Goebel
38-41. H. M. Goodwin
42-45. H. M. Smalley

IOWA STATE REPRESENTATIVES, 1925-1927

Dist. Catecy Name Address
1-5. C. D. Smiley Mount Pleasant
5-9. W. J. Bowser
10-14. J. C. Bowers
15-19. H. M. Ray
20-24. F. H. Goebel
25-29. E. D. Showalter
30-33. W. E. Kinnick
34-37. H. M. Goodwin
38-41. H. M. Smalley
42-45. H. M. Shaly
IOWA COUNTY SUPERINTENDENTS 1924-1927

COUNTY OFFICERS

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REGULATIONS GOVERNING EXAMINATION IN PREVIOUS YEARS

1. SUBJECTS REQUIRED
   (a) Major Subjects: Arithmetic, Grammar, History, Geography, Physiology and Civics of Iowa.
   (b) Minor Subjects: Reading, Orthography, Writing and Music.

Penmanship and Reading Grades—Candidates shall grade applicants in Oral Reading on a scale of 100 per cent, this grade to be averaged with grade in Written Reading, marked on same basis. Grades in Penmanship shall be judged from general appearance of all papers written by candidate, all such papers to be written with pen and ink.

Any applicant securing an average of 75 per cent, with no grade below 25 per cent, shall be entitled to receive a diploma or certificate of graduation from the County Superintendent of the county in which such applicant took the examination.

PROGRAM

First Day


P. M.—History, Orthography, Physiology.  P. M.—Geography, Music.

Note 1—Afternoon subjects may not be taken up in fenclosure. Each half day's work must be kept a unit.

Note 2—Answer papers shall be collected by the candidates in charge immediately upon conclusion of the work and shall in no case be returned to pupils for correction.

Important Information Regarding the Examination and Graduation of Eighth Grade Pupils

Tuition in High Schools

Any person of school age who is a resident of a school corporation which does not offer a four year high school course and who has completed the course as approved by the department of public instruction for such corporation shall be entitled to attend any public high school or county high school in the state approved in like manner, that will receive him.

Any person applying for admission to any high school under the provisions of this act shall present the officials of said high school the affidavit of his or her father, mother or guardian that such applicant is of school age and a resident of a school district of this state specifying the district. He shall also present a certificate signed by the county superintendent showing proficiency in the common school branches, reading, orthography, arithmetic, physiology, grammar, civics of Iowa, geography, United States history, penmanship and music.

The state corporation in which such student resides shall pay to the secretary of the corporation in which such student shall be permitted to enter a tuition fee of twelve dollars ($12.00) per month in the high school department in the latter corporation during the time he so attends, not exceeding, however, a total period of four (4) school years; provided that such tuition shall in no case exceed the average cost of said tuition in such high school; such payment to be made out of the general fund of the debtor corporation and such tuition fee as collected by the secretary shall be turned over by him with an itemized statement to the treasurer of the school fund on or before February 15th and June 15th of each year.

If payment is refused or neglected the board of the creditor corporation shall file with the county of the county and the auditor shall transmit to the county treasurer an order directing such treasurer to transfer the amount of such account from the debtor corporation to the creditor corporation and the treasurer shall pay the same in accordance herewith.

MAE P. FRANCIS,
STATE SUPERTINTENDENT OF PUBLIC INSTRUCTION OF IOWA.
Arithmetic

ARITHMETIC
February, 1918

1. 米aulin usually sold at 15c per yard
   was marked down to 12c per yard. What
   was the per cent of discount?

2. Solve the following problems:
   2x + 3y = 15
   3x - 2y = 12

3. A pile of wood is 40 ft. long, 4 ft.
   wide, and 10 ft. high. How many cords
   of wood in the pile?

4. State the method of adding fractions.
   State the method of dividing fractions.

5. A man rented a house for $45 per
   month. This was 12½% more than he
   had been paying. How much had he been
   paying?

6. A man spent 50% of his time in
   Minnesota, 20% of his time in Iowa, one-
   half the remainder in Wisconsin, and what
   time he had left at his home in Chicago.
   How many days during the year did he
   spend at home?

ARITHMETIC
May, 1918

1. A man spends 6% of his salary for
   clothes. If he spends $85 for clothes, what
   is the amount of his salary?

2. A farmer had to throw off 20% of
   his load of hay. The remainder of his load
   weighed 2,500 lbs. What was the weight
   of his original load?

3. A milkman sold during the morning
   12 gallons, 1 quart, 1 pint of milk at 2
   cents per pint. How much did he receive
   for his milk?

4. How many board feet in a piece of
   lumber 16 feet long by 4 inches wide by
   2 inches thick?

5. (a) Reduce to lowest terms:
     12/36, 30/75, 4/16, 50/200

(b) How are mixed fractions changed
   improper fractions?

6. (a) Multiply:
    23 x 12, 83 x 24

(b) Divide:
    48 ÷ 12, 162 ÷ 27

7. Find the number of degrees in a
   right angle: 90°.

8. Find the length of the side of a
   square whose area is 64 square inches.

9. A cow gives 750 lbs. of milk in May.
   How much butter fat does the milk contain?

10. A man buys a house for $1,000, paying
    his agent 5% commission for his
    services. The agent charges 2% for selling.
    What is his net profit?

11. When 3 men cut 7 acres of
    grass in one day, how many acres
    should 9 men cut at the same rate
    in the same time?

12. What is the annual income from
    $21,700 invested in 6% bonds bought at
    98% brokerage, 1/4?
per M. What was the entire cost of the bricks if 22 bricks were sufficient to make a cubic foot of wall?

Mr. Wallace has a silo 12 ft. in diameter and 28 ft. high. He fills it with wheat in June, and estimates that 22 cubic feet of wheat will weigh a ton. How long will it last his herd of 20 cows, feeding each cow 48 lbs. per day?

3. A leather faced cotton pillow costs $2.00 a dozen pairs, obtaining 2% discount for cash payment, and sold them at 30¢ a pair. How much was his profit on 3 dozen pairs?

**ARITHMETIC**

February, 1921

1. (a) The following advertisement appeared in the newspaper for 23 acres, 70

   under the blow, balance, pasture and meadow; good clay soil and clay subsoil.

   Price $15,000; $3,000 cash, balance at 6% per cent.

   (b) What did the land cost per acre?

   (c) What was the annual interest on unpaid balance? How much would it average on each

   cultivated acre?

2. (a) A family income was budgeted as follows: Rent $346, clothing $200, food

   $225, medical $80, charity $54, recreation $60, laundry $40, travel $60, fuel $50, miscellaneoue

   $45, charity $166. What per cent of the income was saved?

   (b) If a plow turns a furrow 15/16 inches on the corn, how many acres would be

   plowed in a day, the team drawing the plow 18 miles?

   (c) If a cubic foot of silage weighs 28 pounds, what is the capacity of a silo 15 ft in diameter inside measurement about

   10 feet high?

3. A district which has an assessed valuation of $254,656 wishes to raise $4,043.70 for school purposes. How much per cent must they raise from each $100 of assessed valuation?

   (a) How much will this tax rate raise on each $100 of assessed valuation?

   (b) What is the income from the butterfat for the three months?

   (c) How many yards of carpet 27 inches wide will be required to carpet the floor of a

   room 24 feet long and 18 feet wide. If the strips run the long way of the room, and 6 inches

   are allowed on each strip for loss in matching?

4. A farmer is feeding 25 cows from a

   160 ton silo filled with corn silage, and

   each cow can consume 40 lbs. of silage a

   day. How many days can he feed them?

   What will it cost to have 75 broilers

   dressed for market if one broiler can be

   dressed in 4 minutes, and the picker charges

   75c an hour for his labor?

   In a flock of 1000 hens, 40 were lost by

   disease. What was the percentage of deaths?

   **ARITHMETIC**

   May, 1922

   1. A man with a tract of land containing

   30 acres had 15% acres in meadow, 9.5/12 acres in fruit, 2.3/16 acres in gardens, and

   the balance in lawns and grounds about the buildings. How much was in lawns and

   yards?

   2. A real estate agent collected $845.45 and received 45% cents for every dollar collected.

   How much did he get?

   3. What interest may Bernice expect on her Liberty Bond of $500.00 each six months

   if it pays 3.5%? What will the interest amount to in 10 years?

   4. If posy sells a dress under 10% of its

   weight, what a dressed turkey weighs whose live weight was 15 pounds?

   5. What material cost at 24 cents a

   yard, for curtains for three windows each

   26 inches in length. The curtains are to be

   two for each window, and 4 inches are to

   be allowed on each curtain for hems.

   How many yards of cloth 25 rods by 32 rods?

   6. Find one side of a square field which

   contains 1,651 square feet.

   7. Find the volume of a cylindrical axle

   26 feet high and eight feet across.

   8. A man bought a horse at $4,500.00, gave the owners at the rate of $75 each, a horse at $225 and the remainder in cash.

   How much money did he pay?

   9. Miss Black wishes to purchase the articles named below. The morning paper

   announced a sale reducing prices as follows:

   Cost marked $15 reduced to $6.50:

   Silk dress marked $20 reduced to $13.50;

   Blouse marked $1.75 reduced to $3.25.

   How much could she save by buying these articles at sale prices?

   10. Find the cost of 25 yards of cloth @

   25¢ per yard.

   **ARITHMETIC**

   February, 1922


   2. Twelve cubic feet of air weigh a

   pound. How many pounds of air in a room

   14 ft. wide, 18 ft. long and 9 ft. high?

   3. There are 251 cu. inches in a gallon. How many gallons of water in a cylinder of

   whose diameter is 8 feet and the depth of

   the water is 12 feet, 9 inches?

   3. (a) If I buy a horse for $60.00 and

   sell him for $75.00 what per cent do I

   gain?

   (b) If I buy a horse for $75.00 and

   sell him for $90.00 what per cent do I lose?

   4. What interest is due on $725.00 in

   two years, four months and fifteen days

   at 7%?

   5. Find the cost of plastering walls and ceiling of a room 12 ft. by

   16 ft. wide and 9 ft. 6 inches high at 37¢ a

   square yard, no allowance made for

   openings.

   6. A rectangular bin 6 feet wide, 15

   feet high and 20 feet long is ½ filled with

   grain. How many bushels of grain are

   there, considering 1 bushel as equal to 1/4

   cubic feet?

   7. A daily pay of a workman is $6.00.

   If he works 190 days in a year and spends

   on an average of $85.00 a month, how much

   had he left at the end of the year?

   8. A man pays $5,000.00 for a house.

   For repairs he spends 40% of this.

   He sells it for $7,360.00. What per cent he does

   make?

   9. (a) What is a promissory note? (b) What is a check? (c) A Bank? (d) A

   Draft? (e) A Postal Money Order?

   10. (a) What is a mortgage? (b) A

   Traveler's Check? (c) Is a letter of

   credit?

   **ARITHMETIC**

   May, 1923

   1. Find simple interest at $1,500 for 3

   years, 3 months, 15 days at 5%.

   2. Find the sum, difference, product and

   quotient of 25% and 4% using last number

   for divisor.

   3. Write the following fractions as

   decimals; per cents; 1%, 2%, 3%, 4%.

   4. If 60 bushels of potato cost $60, how

   much will 20 bushels cost?

   5. Find the cost of 12 boxes averaging

   260 pounds each, 9.12¢ a hundred.

   6. (a) Find cost of a farm 480 rods long

   and 330 rods wide for $100 per acre.

   (b) If a piano costing $375 is sold for

   $210 what is the gain per cent?

   **ARITHMETIC**

   February, 1924

   (Answer ten)

   1. Write 1923 in Roman Notation. Write

   in words, 76,019, 816, 25%. What are

   the ten characters used in Arabic Notation?

   2. What part of a dollar is $18.19, $10?

   3. A certain school has an average of

   66 pupils belonging, and an average at-
tendance of 43. What is the per cent of attendance?

4. What is the interest on $640 for 6 years, 7 months and 15 days at 7% per year?

5. A farm sold for $2400, which was 20% less than cost. What was the cost of the farm?

6. What is negotiable paper? What is a check, a bank draft, a promissory note, a certificate of deposit?

7. A retired merchant has an income of $25 per day. If his property is invested at 6%, how much is he worth?

8. A woodshed is 15 feet long, 12 feet wide and 12 feet high. How many cords of wood can it hold in it?

9. Find the number of gallons in a cistern 9½ feet long, 12 feet deep and 15 feet wide. 251 cubic inches in a gallon.
10. A room is 15 feet long, 14 feet wide and 8½ feet high. It has three windows each 3 feet by 6 feet, and one door 3 feet by 7 feet. Find the total cost of plastering the walls and ceiling at 70 cents per square yard allowing for the openings.

ARITHMETIC
May, 1924
(Answer ten)
1. Define quotient, product, prime number, improper fraction, decimal.

ARITHMETIC
February, 1925
1. Name and define the four fundamentals.
2. What are the answers called in addition, subtraction, multiplication and division?
3. Define common and decimal fractions. Can one kind be changed to the other? Give example.
4. If you bought a horse for $120 and sold it for $90, what per cent did you lose?
5. If you have $9000, which would pay you better, to loan it at 6% interest, or to buy a house, pay $60 taxes, $30 insurance, and $40 for upkeep and rent it at $40 a month? How much better?
6. A kitchen is 16 ft. long and 10 ft. wide and 8 ft. high, what will it cost to calcimine walls and ceiling at 20c per sq. yd., making no deductions for openings?

ARITHMETIC
May, 1925
(Answer ten)
1. What are the four fundamentals in arithmetic?
2. What do you mean by the factors of a number? Name two factors of 35. What is a common divisor? What is the greatest common divisor? What is the greatest common divisor of 75 and 100?
3. What is a unit? A fraction? Give two terms of a fraction. What is a proper fraction? An improper fraction? Give an example of each.
4. What is a decimal fraction? Express as decimal fractions the following: ¼, ¼, ¾, ¼, ¾.
5. What is percentage? What is the per cent sign? What is 50 per cent of 625? 425 is what per cent of 125?
6. If a farmer owns 1408 sheep, 6¼ per cent were sold, how many were sold and how many remained?

6. Define simple interest. What is the interest on $300 for 5 years, 6 mo. and 10 days at 6%?
8. How many cubic inches in 1 bushel? How many inches in 1 yard? How many cubic feet in 1 yard? How many square inches in 1 square foot?
9. Express in Roman numerals 1925.
10. At 15 cents a square yard find the cost of plastering a room 28 ft. long, 18 ft. 6 in. wide and 9 ft. high.
11. A daily pay of a workman is $6.00. If he worked 310 days in a year and spent on an average of $85.00 per month, how much had he left at the end of the year?

Complete Question and Answer Book
Put your examinations in the safety zone.

Here is the book every eighth grade teacher and pupil should have. There are over 5000 questions and answers in the eighth grade examination subjects. Bound in cloth this makes a most serviceable book for teachers.
Geography

February, 1918

1. Name the countries of North America and give the capital of each. Bound the United States on the west by what? On the north by what? On the east by what? On the south by what?
2. Tell what the following are and locate: California, the Gulf of Mexico, Yucatan, the Mississippi River, St. Louis, Chicago.
3. Describe the position of Africa with regard to the other continents and the oceans. Name some of the large animals of Africa.
4. Name and locate the following countries: Brazil, China, France, Egypt, Mexico, Australia, Argentina, Italy, Portugal, Holland.

GEOPHYSICS

May, 1919

1. (a) What causes the varying course of the current along the coast of the United States?
2. Name five states that have the most fertile soil in the United States.
3. What is the largest city in the United States? Name the largest city in the United States.
4. The United States is bordered by five oceans. What are they?
5. What is the largest body of fresh water in the United States? What is the largest lake in the United States?
6. What is the largest country in the world? Name the largest country in the world.

GEOPHYSICS

February, 1922

1. Describe the position of Africa with regard to the other continents and the oceans. Name some of the large animals of Africa.
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5. What is the largest body of fresh water in the United States? What is the largest lake in the United States?
6. What is the largest country in the world? Name the largest country in the world.

Geography

February, 1922

1. Draw an outline map of Iowa, locating three rivers, the capital, and your home town.
2. What new countries have been formed as the result of the World War?
3. Locate the following: Rocky Mountains, Amazon River, Nile River, Suez Canal, Africa, Mount Kilimanjaro.
4. Trace a water route from Duluth, Minn., to London.
5. Why is New York the largest city in the world? Why is Chicago such a large city?
6. What agricultural and mineral products does Iowa have? What means of transportation does Iowa have?

Geography

May, 1921

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STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 26, 27, 28, 1927

Wednesday, 1:15 to 2:50 P. M.

GEOGRAPHY
(Answer five questions)

1. Some of the following countries came into existence during the World War. List them under the heading—new countries. Some had their boundaries changed. List them under the heading—changed boundaries.

   Russia, Italy, Denmark, Paraguay, Finland, England, Siam, Poland, Germany, Czechoslovakia, France, Jugoslavia, Abyssinia.

2. The natural environment of Iowa is admirably suited to corn production in that the growing season is approximately months long and the summer temperature is . The annual precipitation is . inches, fully two-thirds of which falls between . And; the soil is . and most of the state has . The exceptionally . soil which lies over all but the . corner of the state is the result of .

3. (a) Name three manufactures for which Switzerland is world famous.
   (b) Without coal, how is it possible for Switzerland to manufacture?
   (c) With little raw material, how has Switzerland made manufacturing profitable?

4. (a) Name a commercial city which has developed at the head of ocean navigation on the St. Lawrence, on the Thames, on the Delaware River.
   (b) Name a commercial city at the head of river steamer navigation on the Mississippi, on the Ohio, on the Hudson River:

5. Name a commercial city which is located at the junction of two navigable rivers in the state of Missouri, in the state of Pennsylvania.

6. (a) In which of the following places would a householder (eight-room house, family of five) use most electricity for lights in December.
   Havana, Atlanta, Minneapolis, Cincinnati, Juneau.
   (b) In which of the above cities would the householder use the most electricity for lights in June? in March?
   (c) In which of the above cities could people be expected to see a baseball game at 10 P. M., July Fourth?
GEOGRAPHY
February, 1924
(Answer five)
1. Name the Great Lakes and tell where they are situated.
2. Name three countries of Europe and tell of their chief industries.
3. Name five of the largest cities in the United States and tell what is responsible for their size.
4. Tell briefly what you know of Iowa, its industries, people, schools, rivers, cities, etc., when admitted to the Union.
5. Name five national parks of the United States and locate them.
6. Could the United States exist independently from the rest of the world? Give reasons for your answer.

GEOGRAPHY
May, 1925
(Answer five)
1. Give a good definition of Geography.
2. Name five agricultural products and five manufactured products for which Iowa is noted.
3. How many counties in Iowa? Name ten.
4. Bound Iowa. Name and locate five towns in Iowa.
5. Name and locate five large cities in United States.
6. In what part of the United States are the following products successfully grown: Oranges, grape fruit, lemons, English walnuts, sugar beets, corn, cotton, rice, apples, alfalfa.

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Grammar

February, 1918

1. What do you understand by the principal parts of a verb? Give the principal parts of the verb to drink, thank, lay.

2. Define an adverb. Give four classes of adverbs and illustrate each in a sentence.

3. Select the correct form in the following sentences and give reasons:

To (who, whom) did you speak? (He, She) in the choir. (I have, Ich drank, drank) grape juice before.

4. Show by illustration two ways of correcting the following sentences:

I cannot go as I haven’t any invitation.

5. Compare the following: sweet, sweeter, sweetest; good, bad, indifferent.

6. Write one simple, two complex and two compound sentences and underline the subordinate conjunctions if any.

Grammar

May, 1918

1. Name and illustrate two methods of comparison.

2. Compare the following adjectives: good, bad, friendly, round, tall.

3. Give the use of the italic word in each sentence:

(a) She came for the book.

(b) The dog had a big bark.

(c) Which word (love or like) would be proper to use with the following:

Candy, mother, the flag, pictures, to study, peace, truth, fishing, Ford?

4. Define noun, pronoun, conjunction, adverb, adjective. Give an example of each.

5. Combine the following sentences into a compound sentence and parse the italic words:

Gery has a new sled. His father gave it to him.

6. Give an equivalent of the following sentence.

A wealthy man owns the store.

An experienced mechanic built the tower.

The distant house is a cottage.

They came speedily.

Grammar

February, 1919

1. (a) Write a paragraph of at least 50 words on the American Flag.

1. From the following sentence select the nouns, pronouns and verbs: Cultivate reverence, one of the holiest of virtues, by giving the salute to the flag and by reciting the pledge of loyalty to our Flag and our Nation.

2. Name and define the parts of speech:

(a) Explain how the possessive case is usually formed in singular and plural nouns.

(b) Write opposite each of its possessive form:

king, woman, children, ox, mile.

6. Define five of the following terms: antecedent, tense, object, conjunction, auxiliary verb, expletive, reflexive pronoun.

Grammar

May, 1919

1. What is a sentence? How many kinds are there as to form? As to meaning?

2. Write the names of the months and their abbreviations.

3 and 4. Name and define the parts of a letter. Write a letter to a teacher telling about the clothes you have bought and the weather.

5. Name the parts of speech and give an example of each.

6. Write a simple, a complex and a compound sentence. Mark subject and predicate in each sentence.

7. Mark eight parts of speech in sentences. Mark pleasantly.

8. Mark each word in the following, telling what part of speech each word is:

Many little children gladly brought gifts for old people and helpless babies.

Using these pronouns, fill blanks correctly:

He or she, they and you belongs the credit.

There is a fine friendship between

and the boys.

If Billy will go it will help.

None so blind as those who will not see.

Put the principal parts of these verbs in sentences:

(a) Write five sentences each of which contain a participle.

(b) Draw a line under each participle.

Use the following words in correct sentences: ought, should, lay, set, may, would, must, shall, be, and can.

Give the principal parts of the following verbs: begin, wait, sing, know, and sit.

Diagram the following sentences:

(a) The girl sang in the seventh grade.

(b) She has candy for Mary and

May John help you?

Come to, Clara.

(c) The girl sang in the seventh grade.

Who owned the horse?

(d) He was looking for or...

(e) Who spilled the ink? It was...

Grammar

May, 1921

1. State three rules for the use of capital letters, two rules for the use of the comma, two for the use of the period, one for the use of the exclamation mark and one for the interjection mark.

2. Write the possessive singular and the possessive plural of the following words: turkey, box, tiger, lady, piano, calf, deer, mother-in-law, woman-in-law.

3. Write a sentence containing an adverb clause, an adjective clause and a noun clause. Underline each and tell what it modifies.

4. Write one or more paragraphs describing some place you have been when you wereelled.

5. Write a business letter in which you either order goods or apply for a position.
6. Name the five parts of a letter.
7. Rewrite the following sentences, punctuating them correctly:
   (a) In my wish anna that we go to town.
   (b) It will be midnight said John before we reach home.
   (c) George said to Tom "I just saw two snakes a robin and a gray squirrel.
   (d) The newspapers asked: will the committee dare destroy old monuments?
   (e) Mr. White who is an enthusiastic hunter returned Saturday from a five-day trip.
8. Write one stanza of some poem that you have learned.
   2. Analyze the following sentence: "When he thought of the dangers of the way, his heart beat faster and he gripped his rifle more tightly.
9. Choose the right word for the following sentence and tell why you chose the one you did:
   (a) John and James settled the trouble among between by an advertisement.
   (b) Keep off, off of the porch until the paint is dry.
   (c) He is studying. Was, were you?
   (d) Don't (Don't's) she know enough to keep away from the dog?
   (e) See that dog (laying, lying) before the fire.
11. What is Grammar? Why is it an important subject for everyone?

GRAMMAR
February, 1922
1. Give the principal parts of the following verbs: see, come, go, ride and walk.
2. Compare the following: cheerful, kind, bravely, tall and old.
3. Name the eight parts of speech. Give an example of each in a sentence.
4. Write the plural for the following: mouse, bear, sheep, child, ox, soldier, pencil, box, chair.
5. Fill in the blanks with one of the indicated words:
   (a) was (I-me) (who-whom) threw the ball.
   (b) The armies (was-were) going over the ocean.
   (c) The book belonged to John and (I-me).
6. Write a letter to Perry Mason Company of Malden, Mass., subscribing for the "Youth's Companion" for one year. The paper costs $2.00 a year.
    2. Compare the following: (a) tall; (b) good; (c) small; (d) cheerful; (e) kind; (f) peaceful; (g) old; (h) short; (i) bad; (j) sharp.
7. Fill blanks using the pronouns: he, or him.
   (a) I helped with the work.
   (b) To you and belong the credit.
   (c) Will it go it will help.
   (d) Tell it was who at the play.
8. Name five parts of speech. Give an example of each.
9. Define simple, compound and complex sentences. Give an example of each. Mark subject and predicate in each sentence.
10. Name three relative pronouns. Use each in a sentence.
   (b) Property punctuate and capitalize the following:
      bring me a book James

GRAMMAR
February, 1923
1. What is English Grammar? Name the parts of speech.
2. What is a sentence? Define a simple sentence, a complex sentence. Give an example of each.
4. What is gender? Give an example of each.
5. What is meant by the principal parts of a verb? Name three verbs and give their principal parts.

GRAMMAR
May, 1923
1. Use the following words in sentences: seen, become, strange, awful, old, shall, should, will, can, may.
2. Give short definitions for seven parts of speech.
3. Give principal parts of three regular and two irregular verbs.
4. Give an example of a simple, a compound and a complex sentence.
5. How do you tell the gender of a noun? Name the tenses of the indicative mood and give an example of each.
6. Give an example of three cases and name them. Define case.

GRAMMAR
February, 1925
1. What is English Grammar? Name the parts of speech.
2. Give principal parts of three regular and two irregular verbs.
3. Give an example of a simple, a compound and a complex sentence.
4. Write five sentences with transitive verbs in active voice. Change the verbs to passive voice.
**PHYSIOLOGY**

**February, 1921**

1. Describe the structure of the skin. Explain the nature of corna.
2. What are the principal organs of the nervous system? What is "self control"? What is the brain?
3. How may the water in a well become impure? How can you detect the presence of organic impurities in the water? If in doubt about the quality of water how can you be assured that it is safe for drinking purposes?
4. Name three insects that spread diseases and explain how they do it.
5. Name three animals that are often carriers of disease. Suggest a remedy for these diseases.
6. State and explain the chief objections to the chewing and smoking of tobacco.

**PHYSIOLOGY**

**May, 1921**

1. Explain the value of:
   (a) Household cleanliness.
   (b) Exercise.
   (c) Correct feeding.
   (d) Proper sanitation.
2. State fully the effects of alcohol upon the human body.
3. Name the organs of respiration.
4. What is the process of respiration?
5. Why is it important that attention be given to proper respiration?
6. What factors enter into securing this development?
7. What are the uses of the skin? What are the uses of the bones of the body?
8. Describe the process of the circulation of the blood.
9. Write a paragraph on the care of the skin.
10. Write a paragraph on the care of the eyes.
11. Write a paragraph on the importance of bathing.
12. Describe each step in the process of digestion.
13. Discuss the different things that can be done around a farm to preserve the health of the family and of the public.

**PHYSIOLOGY**

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12. Describe each step in the process of digestion.
13. Discuss the different things that can be done around a farm to preserve the health of the family and of the public.

**PHYSIOLOGY**

**February, 1922**

1. Give five good health rules.
2. Trace the circulation of the blood.
3. Name the organs of respiration.
4. Name and locate the five senses.
5. What are tendons, ligaments, cartilage, saliva and bile?
6. How should a burn be treated? What should be done for a person who has fainted?

**PHYSIOLOGY**

**May, 1922**

1. (a) Name the organs of digestion.
2. Give three digestive juices and state the use of each.
3. Of what two substances are the bones composed? What quality does each substance give?
4. Define two classes of muscles. Give an example of each class.
5. Tell the difference between a food and a stimulant.
6. Name some of the evils of the tobacco habit.
7. Give two rules of hygiene for keeping the body in health.
PHYSIOLOGY
February, 1924
(Answer five)

1. Define physiology, hygiene.
2. What is the value of medical inspection in schools?
3. Write a short paragraph on two of the following topics:
   a. Circulation of the blood.
   b. First aid in case of a broken bone.
   c. Prevention of tuberculosis.
   d. Necessity for play grounds.
4. Give one function of the stomach, liver, heart, brain and lungs.
5. Give five rules of health which you think upper grade children should know and practice.
6. Is a contagious disease? How can its spread be prevented?

PHYSIOLOGY
May, 1924

1. Define physiology, tendons, digestion, muscles, sanitation.
2. Name the digestive organs.
3. Name the special senses and give one use of each.
4. What are some of the evils of narcotics? Of alcohol? (Kod).
5. Name and locate any five bones of the body.
6. What are the differences between an artery and a vein?
7. Give functions of stomach, lungs, kidneys, heart, intestines.
8. How should the following be treated: a burn, a cut, frost bite?
10. Give four rules of hygiene for keeping the body in health.
11. Trace the circulation of the blood.

PHYSIOLOGY
February, 1925

1. Name and define two classes of muscles. Give examples.
2. Give composition of the blood. Of what use are the white corpuscles.
3. Where and how does food enter the blood?
4. What is meant by the five senses? Locate them.
5. What are the things that promote growth in a child?
6. Should the fly be exterminated? Give several means of keeping free from flies.

PHYSIOLOGY
May, 1925
(Answer five)

1. What is the difference between a food and a stimulant?
2. What organs are most injured by the use of tobacco?
3. Why is it important to teach physiology and hygiene?
4. Define two classes of muscles. Give an example of each.
5. Give two functions of the bones of the body.
6. Why is it important to have sound teeth? Give rules in regard to their care.

SPELLING
May, 1915

1. Use the following words in sentences:
   grate, great, pair, pare, pare.
   Change these words to the form ending in ing: run, sing, singe, eye, cheat.
   3. What are synonyms? Give the synonyms of the following:
      sufficient, abundance, abode, vain, conduct.
   4. Write the abbreviations of the following:
      latitude, honorable, freight, merchandise, postscript, quart, agent, before, Christ, colonel, company.
   5. Select the proper prefix and place before each word in the following list (up, under, out, over, over, spread, balance, bold, sight, ground, shine, current, brush, roar, burst).
   6. Mark the vowels in the following words:
      event, police, over, unite, care, chip, bash, what, see.

WORDS

1. congress
2. cabinet
3. council
4. federal
5. citizen
6. voter
7. elaborate
8. invalid
9. headache
10. opposite
11. acid
12. starch
13. agent
14. elevator
15. parasol
16. depot
17. telephone
18. despise
19. escape
20. Veston

SPELLING
February, 1919

1. Use the following words in sentences:
   wait, weight, pair, pare, pare, to, too, two, grade, great.
   2. What are synonyms? antonyms. Give examples of each.
   3. Write the abbreviations of the following:
      pound, freight, colonel, account, Iowa.
   4. Form the plural of the following words:
      office, brother, tax, Saturday.
   5. What are monosyllables? polysyllables? Give examples of each.
   6. Define: suffix, prefix. Mark the vowels in the following words:
      ache, gnaw, British, cool, cell, fever, hose, notify, foot, hymn.
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1. Name five state institutions and locate each one.
2. How many members in each house of the Iowa General Assembly? For how long are the members of each house elected?
3. How does a bill become a law?
4. What are the qualifications of a voter?
5. Why do we have taxes? How are they levied?
6. Name and describe different departments of our national government.
7. Name three state and three of your county officers and give one duty of each.
8. How may the Constitution of Iowa be amended?
9. Give four qualities of a good citizen.
10. How may an alien become a citizen?
11. What is an ex post facto law?
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1926 Supplement

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1. Draw a map of your county naming all townships. Locate the county seat.
2. Locate the following: (a) Paris, (b) Venice, (c) Rocky Mountains, (d) Niagara Falls, (e) Yellowstone National Park, (f) Amazon River, (g) Pike's Peak, (h) Constantinople, (i) Panama, (j) Boston.
3. (a) Why is Iowa one of the leading agricultural states? (b) What minerals are mined in Iowa?
4. Why have New York and Chicago become our two largest cities?
6. What are zones? Make a diagram or map showing location and width of the different zones.
7. Select five of the following and tell what and where each is: Cape Town, Yosemite, Vienna, Hawaii, The Argentine, Cairo.
8. Show the advantages of the United States in position, resources, and people.
9. Locate and compare the Mississippi and Amazon rivers.
10. Trace a water route from Duluth, Minn., to London, England.
11. Define climate and name four things that influence it.

GEOPGRAPHY
May, 1926

1. Name a state where each of the following industries is carried on: lumbering, fishing, mining, manufacturing, agriculture.
2. Explain these terms: equator, longitude, westerly winds, glacial deposit, plateau, Gulf Stream, commerce, Gibraltar, trade route, forest conservation.
3. Name a country in which each of the following is produced: silk, rubber, wool, cotton, flax, coal, iron, petroleum, sugar, coffee.
4. Why is Iowa considered a good agricultural state?
5. Name five places anywhere in the world that are often visited because of remarkable physical features.
6. Name five reasons why the United States has grown to be one of the leading nations of the world.
1. What is music?
4. What is a rest? A tone?
5. What is the letter A? A tone?
6. What is the key of C?
7. Which is the key of G?
8. What is the key of A?
9. What is the key of B?
10. Who wrote America? The Star-Spangled Banner? Battle Hymn of the Republic?
11. Write on the staff: do, mi, sol, in whole notes in the keys of C and F.

MUSIC
May, 1926

1. Name five songs you think everyone should know. State your reasons for this choice.
2. Draw a staff. Show on this staff the following: treble clef, three-four time, four kinds of notes, repeat signs, two kinds of rests, key of G.
3. What is meant by sharp, flat, major, minor, soprano, bass?
4. In what way does the Victrola aid in music instruction? Is the radio of any real educational value in the study of music? If so, what value?
5. Name two characteristics of the music that you consider suitable for use at a church service, on a national holiday program, at a time of merrymaking.

READING
February, 1926

Oral Reading 50%. Written Work 50%

1. Write a stanza of some poem you have learned.
2. What is silent reading? How should each person be better in this than any other subject?
3. Name three punctuation marks and show how they help in reading.
4. Who wrote The Great Stone Face, Gettysburg Address, Evangeline, Rip Van Winkle, The Man Without a Country, and Enoch Arden?
5. Write a description of some scene or character in a book which you have read recently. (Not more than fifty words.)
6. Give five uses of the dictionary. Do you use the dictionary while studying?

READING
May, 1926

1. Name three things that an oral reader must do in order to hold the interested attention of the listeners. On what does good expression in oral reading depend?
2. Define reading. Name two kinds of reading and state the advantages of each.
3. State two points that will aid one in recognizing poetry. State two points that will aid one in recognizing prose.
4. Name a selection written by each of the following authors: Cooper, Irving, Holmes, Longfellow, Shakespeare.
5. Name five selections from literature that you enjoyed reading and tell why you liked each.
6. In what ways does reading help you increase the following: your vocabulary, your general knowledge, your interest in current events.
HISTORY
February, 1926

1. In what war was each battle: Gettysburg, Trenton, Bunker Hill?
2. For what is each of the following noted: Daniel Boone, Alexander Bell, Abraham Lincoln, Theodore Roosevelt, Eli Whitney?
3. Name three of the original thirteen colonies, and tell where each was first settled.
4. In whose administration was, The Mexican War? The Civil War? The Spanish-American War?
5. Name five inventors. Give an invention of each.
6. What ex-presidents are now living? Who is our present president? How long is a presidential term?
7. Name the additions of territory to the United States between 1815 and 1870 and tell from whom each was obtained.
8. In what year did Iowa become a state?
9. When was the first flag of the Union adopted? Describe it.
10. What was the Emancipation Proclamation? The Monroe Doctrine?

HISTORY
May, 1926

1. Name five countries from which explorers and settlers came to America. Which nation settled along the Atlantic? Which explored the Mississippi Valley?
2. Explain briefly the struggle between England and France for North America. Name two important dates in our history and the event connected with each date.
3. Explain the nature of the labor in the early New England home.
4. Name five acts of Great Britain which led to the loss of her American colonies.
5. Name five presidents and list with each the thing he did that helped the country greatly.
6. (a) In what year did Iowa become a state? (b) In what wars were the following battles: Bunker Hill, Marne, Gettysburg?
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SPELLING
May, 1934

1. balance
2. business
3. preliminary
4. inevitable
5. procedure
6. receive
7. application
8. corresponding
9. assessment
10. legislative
11. resolution
12. sufficient
13. reliance
14. adjacent
15. bulletin
16. virgin
17. innocent
18. physician
19. cultivator
20. geography
21. grammar
22. armistice
23. citizen
24. official
25. service

SPELLING
February, 1932

1. liberty
2. admission
3. separate
4. business
5. which
6. obliged
7. fairy
8. premium
9. chided
10. criticised
11. prepared
12. fortunate
13. earlier
14. especially
15. regularly
16. happiness
17. weaving
18. essential
19. encouraged
20. assign

SPELLING
February, 1933

1. island
2. oxygen
3. vacation
4. serious
5. avenue
6. car
7. office
8. cipher
9. ninety
10. heroine
11. stomach
12. cement
13. fertile
14. fierce
15. horizon
16. existence
17. existence
18. secretary
19. fashion
20. such
21. diploma
22. such
23. alley
24. squirrel
25. orphan

SPELLING
May, 1933

1. harmony
2. reception
3. suggestion
4. extraordinary
5. tariff
6. petition
7. noticeable
8. issue
9. immoral
10. repeal
11. pacific
12. movement
13. league
14. mystery
15. nomination
16. memorial
17. extraordinary
18. moral
19. sacrifice
20. solvere
21. separate
22. recent
23. publication
24. pressure
25. caviary

SPELLING
February, 1933

1. refer
2. illustrate
3. receive
4. difference
5. believe
6. attendence
7. celery
8. manual
9. property
10. attendance
11. definitely
12. determine
13. unusual
14. probability
15. experience
16. transaction
17. retain
18. salary
19. faculty
20. muscular
21. method
22. exercise
23. advantage
24. protection
25. author
26. relation
27. college
28. library
29. satisfy
30. cemetery
Writing

February, 1918
1. Name two requisites of a good penman.
2. Name two things that have helped you to improve your penmanship.
3. Describe the proper manner of holding the pen, the proper position of the body while writing, and the proper position of the paper.
4. Write the letters of the alphabet, grouping them according to the number of spaces above or below the base line.
5. Copy the following stanza:
   Consider
   The birds that have no barn nor harvest week;
   God gives them food—
   Much more our Father seeks
   To do us good.

Writing
May, 1918
1. Write all the small letters in alphabetical order.
2. Write all the capital letters in alphabetical order.
3. Write the figures from one to ten.
4. Name the requisites of a good penman.
5. Write a neat, carefully worded letter to the Secretary of Agriculture at Washington asking him to send you a copy of Farmers Bulletin No. 513, Fifty Common Birds.

Writing
February, 1919
1. What is good writing? How acquired?
2. Give three reasons for good writing.
3. Why are good materials important?
4. Write one line each of three exercises for mechanical penmanship.
5. Describe the correct position in writing of (a) body, (b) arm, (c) hand, (d) pen, (e) paper.
6. Write the figures fractions: 1/2, 3/4, 5/6, 7/8, 9/10.

Writing
May, 1919
1. Make a list of the one space letters.
2. What are the common exercises and of what use are they?
3. Give directions for holding the pen and for placing the practice paper or the copy book.
4. Name three essentials of a good penman.
5. Write a short letter of friendship as a specimen of your handwriting.

Writing
February, 1920
1. (a) Tell what you have been taught in regard to the proper position of the pen, the paper, and the body while writing. (b) Does a correct knowledge of the above help to make your writing better?
2. Write one line of any good muscular movement exercise. (b) Of what benefit is such an exercise?
3. Write the proper form for the heading and salutation of a business letter.
4. (a) How much time has been devoted each day to penmanship in your school, and at what time has it been taught during the day? (b) Do you think this enough to make you a good penman?
5. Write the small letters and the figures as a specimen of your best writing.
6. What are three of the good points in the system of penmanship taught in your course?
7. You are a poor writer. How may you improve your writing?
8. Should speed have anything to do with good writing? If so, why?
9. Write the capital letters.
10. Do you use a line of your paper in a careful manner. If you were to grade it, what grade do you think you should have? Be honest and careful in your judgment.

Writing
May, 1921
1. Tell briefly what you have been taught about position, pen holding and movement.
2. Write a list of direct ovals, making them compact.
3. Write a line of the push and pull exercise.
4. Write the figures from 1 to 10.
5. Of what value is good penmanship?
6. Write:
   "Whichever way the wind doth blow, Scrooge is glad to have it so;
   Then blow it east or blow it west,
   The wind that blows, that wind is best."

Writing
February, 1922
1. What two things have helped you in bettering your penmanship?
2. Give three reasons for good penmanship.
HISTORY

February, 1918

1. Name the three greatest accessions of territory since 1803. Mention briefly the importance of each.
2. What was the "Critical Period" of United States History and why so called?
3. What colonies were founded in America because of religious reasons? By whom were they founded?
4. Who was the "Great Pacifier"? Why was he so named?
5. Who was the last president to die in office? By whom was he succeeded?
6. Who is the leader of the American forces in France? Name the Central Powers and four of the leading nations of the Allies.

May, 1918

1. When, by whom and why was the first settlement made at Plymouth? At Jamestown?
2. Give the cause and result of the War of 1812.
3. Name two important questions before the public at the present time. Discuss one briefly.
4. Who said: "We have met the enemy and they are ours"? "Give me liberty or give me death."
5. For what are the following noted: Eli Whitney, Robert Fulton, Thomas A. Edison, Cyrus W. Field, Elias Howe?
6. Name the five last presidents and the party they represented.
7. What territory did the United States acquire at the close of the Spanish-American War? During whose administration did this war occur?

February, 1919

1. Give the cause, time and result of the last War in which the United States has been engaged.
2. Explain carefully what the term, "The United States of America" means.
3. Tell briefly what each of the following named men did: Columbus, Raleigh, John Smith, Roger Williams, Champlain, Washington, Jefferson, Braddock, Boone and Patrick Henry.
4. Give the cause, time and result of each of the following named wars: Revolutionary, Civil and Mexican.
5. Tell briefly of the discovery of gold in California and its results.
6. Name two inventors, two military leaders, one living ex-president, and tell why each should be remembered.

HISTORY

May, 1919

1. Name the original thirteen colonies.
2. Give dates, causes and results, in brief, of three wars in which the United States has been engaged.
3. Name two leading statesmen, two generals, two inventors, two great orators, and two prominent literary characters connected with our country's history.
4. What was the Stamp Act? the Monroe Doctrine? the Emancipation Proclamation? the Fugitive Slave Law? the Ku Klux Klan?
5. Write a paragraph on two of the following topics:
   (a) The League of Nations.
   (b) The Armistice of November 11, 1918.
   (c) Liberty Loans.
   (d) The litaniacs.
   (e) Submarines.
6. Who are these people: Lloyd George, James W. Gerard, John J. Pershing, and William Howard Taft?

HISTORY

February, 1919

1. Name three inventions which made exploration less difficult and aided in the discovery and exploration of America.
2. Name a Spanish, French, Dutch, English, and Portuguese explorer and one country explored or discovered.
3. When and where was the first permanent English settlement in America?
4. Give five causes of the Revolutionary War.
5. (a) Who wrote the Declaration of Independence?
6. (a) Name 4 statesmen who helped to frame the Constitution of United States.
7. (a) Give causes of War of 1812.
8. (b) Mexican War.
9. State Missouri Compromise.
10. What caused the Civil War?
11. What was the Emancipation Proclamation and when did it go into effect?
12. Name five of the most useful inventions since 1700.
HISTORY
May, 1929

1. How many voyages did Columbus make? Explain his difficulties. What geographical knowledge had the people at that time?

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3. How many voyages did Columbus make? Explain his difficulties. What geographical knowledge had the people at that time?

4. What was the Articles of Confederation? Why were they replaced by the Constitution of the United States?

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10. What European country assisted the colonists and how?

11. What was the Articles of Confederation? Why were they replaced by the Constitution of the United States?

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STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
OCTOBER 28, 29, 30, 1925.

Thursday, 9.45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. What, as you see it, is the relation between mental and bodily health?

2. Why does a drinking man have less chance of getting well from a severe illness?

3. Give a classification of joints, stating the nature of the movement in each, and illustrating by examples.

4. (a) Define the terms tissue, organ, gland, cell.
    (b) Describe concisely the structure of the respiratory organs.

5. State in general terms the purposes served in the body by the circulation of blood.

6. Make a list of ten things we need to do to keep the body in perfect condition.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 27, 28 and 29, 1926.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. What are bacteria? Discuss them as to size, form and rapidity of multiplication.

2. Using Tuberculosis as an illustration, show how disease germs escape the patient, are carried, and gain entrance to a second individual.

3. What are the dangers of unclean milk? How safeguard our milk supply?

4. Of what is the blood composed? In general, what are its functions?

5. What are two functions of the sweat glands? Two functions of the skeleton?

6. Give the structure of the brain, naming the parts.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
AUGUST 27, 28 and 29, 1924.

Thursday, 9:40 to 10:50 A.M.

PHYSIOLOGY
(Answer five.)

1. Give five definite aims or results you would hope to accomplish in teaching physiology and hygiene.

2. Give five things that you, as a teacher, may do to reduce colds among school children.

   Give five things you, as a teacher, may do to increase interest and pride in health, growth and vigor.


4. Draw a diagram of the eye ball, naming ten of the most important parts.

5. What is the purpose of the nervous system? Name the different parts of the brain and give the function of each part.

6. Name the four principal organs of excretion. Name the two types of glands in the human body and give an example under each type.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 28, 29 and 30, 1925.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. What is the importance of rest, sleep, recreation and cleanliness in the maintenance of the health of the family?

2. Describe the digestive system and tell what takes place in each division of the process.

3. What are two or more effects of exercise on the body?

4. What are some simple treatments for colds? How keep from giving colds?

5. What is the function of the teeth? How should they be cared for?

6. Why does the body need food? Give rules to govern the selection of food.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
OCTOBER 28, 29, 30, 1925.

Thursday, 9:45 to 10:50 A. M.

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STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 25, 26, 27, 1928

Thursday, 9:45 to 10:45 A. M.

PHYSIOLOGY
(Answer five questions)

1. Give first aid for the following: nose bleed, broken bone, a cut.
2. Where do the following take place:
   Digestion? absorption? oxidation? mastication?
3. Give two reasons why food should be eaten slowly and chewed well.
4. How should a pupil be clothed in order that dress will not interfere with his doing his best in school work?
5. What values result from carefully planned and supervised play?
6. Name three ways in which defective vision or hearing may manifest itself.
STATE OF IOWA
HIGH SCHOOL NORMAL TRAINING
EXAMINATION

Thursday A. M., July 30, 1925.

PHYSIOLOGY

(Answer but five questions, and number each answer to correspond to the question answered.)

1. Define or explain:
   (a) cells  (f) medullary sheath
   (b) tissues  (g) corpuscles
   (c) organs  (h) dendrites
   (d) oxidation  (i) ganglion
   (e) fatigue  (j) medulla oblongata

2. Name the organs of respiration.

3. (a) In what way does the body protect itself against invading bacteria?
     (b) How does it protect itself against bacteria already in the system?

4. Give functions of:
   (a) skeleton
   (b) liver
   (c) heart
   (d) each of the nutritive foods.

5. How is the air breathed into the body?

6. (a) Name and give the number of the permanent teeth.
     (b) Name the parts of a tooth.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
OCTOBER 24, 25 and 26, 1923
Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY

(Answer five.)

1. Trace the course taken by the food we eat until it becomes a part of the cell.

2. Discuss the importance of a vigorous circulation.

3. (a) Distinguish between rib and diaphragm breathing.
    (b) How does exhaled air differ from inhaled air?

4. Name, locate and describe three kinds of joints.

5. (a) What protections does the brain have against injury.
    (b) How does it communicate with the outside world?

6. Explain two organs of special sense.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
OCTOBER 24, 25 and 26, 1923

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY

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STATE OF IOWA
EDUCATIONAL BOARD OF EXAMINEE
UNIFORM COUNTY EXAMINATION
AUGUST 29, 30 and 31, 1923.

Thursday, 9:40 to 10:50 A. M.

PHYSIOLOGY

(Answer five)

1. (a) What is meant by absorption of food?
   (b) How is food carried to the cells?

2. (a) What are the parts of the skin?
   (b) Name four functions of the skin.

3. Explain reflex action.

4. Tell briefly how we see, smell, taste and hear.

5. Define the following terms: nucleus, carbohydrate, fermentation, larynx, periosteum, Eustachian tube, medulla oblongata, oxygen, lymph, aorta.

6. Distinguish between a narcotic and a stimulant—an antiseptic and a disinfectant.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 23, 24 and 25, 1924.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. What is muscle and what is its action?

2. Trace the circulation of the blood.

3. Write a paragraph of about 150 words on the value of fresh air in our rooms at night.

4. Describe briefly the digestive organs. What and where are the vocal cords?

5. Why is a man partially paralyzed when he has broken his neck or back?

6. Name five first aid remedies a teacher should be able to use. Explain.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JUNE 25, 26 and 27, 1924.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five.)

1. What do you consider the most important aims in teaching Physiology? Why?

2. Give three purposes of the skeleton. What would you teach children in regard to correct posture and its relation to the skeleton?

3. Define each of the following: Pleura, patella, pericardium, cornea, saliva.

4. Describe the structure of a tooth. What care should be given the teeth? Why?

5. Describe the structure of the skin and explain its action in perspiration.

6. Classify foods and give the principal sources of each class.
STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JULY 23, 24, 25, 1924

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. State four results to be accomplished in the study of Physiology.

2. Tell a short interesting story to some children of the 4th grade on why we need food.

3. Outline for children of the 6th grade, a lesson on the care of the body.

4. Make a list of ten bad habits to teach the children to guard against.

5. Define tissue, organ, gland, valve, reflexact, nerve, vertebra, oxygen, artery, narcotic.

6. Beginning at the aorta, describe the path of a blood corpuscle which makes a complete circuit.
UNITED STATES HISTORY
February, 1925
1. Give cause and result of the Revolutionary War. Is there a law governing the number of terms a president may hold office?
2. Name four inventions and show how they have modernized the world.
3. What was the cause of the rapid settlement of the west? How has the law changed this condition?
4. What is conservation, Missouri Compromise, Interstate Commerce Act, Emancipation Proclamation?
5. Who were Lafayette, Jefferson, Davis, Goethals, Thomas Jefferson, Benjamin Franklin?
6. Tell about Alaska, past, present and future.

UNITED STATES HISTORY
May, 1925
(Answer five)
1. Name five inventors. Give an invention of each.
2. When and why was the Armistice signed?
3. Name five nations who sent out explorers to the new world.
4. What does the constitution of the United States mean to you?
5. How many states is in the Union? 18
6. What important events in American history do the following dates suggest to you: 1607, 1812, 1823, 1849, 1917?

CIVIL GOVERNMENT
February, 1918
1. What is meant by government? Why is it needed?
2. What three general divisions of government are found in city, state and nation? Name each.
3. How many United States senators has of governor.
4. What is the difference between the Iowa? Name them. Which is the senator senator?
5. Mention four state educational institutions and tell where located.
6. How does the Food and Dairy Commission receive its position? What are name of his duties? Why was such an office necessary?

CIVIL GOVERNMENT
May, 1918
1. Name four county officers and give one duty of each.
2. How many townships in your county? Why do so many men dislike to hold township offices?
3. Name the duties of the township.
4. Name and locate five state institutions. Name three county officers and two state officers to be elected next year.
5. Define the three branches of government. Name the present United States senators from Iowa.
6. When may the president of the Iowa senate vote?
7. State the law of succession to the office of superior court and the district court.

CIVIL GOVERNMENT
November, 1919
1. What is the Bill of Rights? Why is it necessary?
2. Name five naturalization procedures. Name five rules of evidence.
3. What is the constitution of Iowa? Why is it necessary?
4. Name two duties each of the following offices: county superintendent, county auditor, county sheriff, county recorder, and county attorney.
5. Name the divisions of state government.
6. What is the salary of the Governor of Iowa, the Secretary of State, and State Auditor?
7. How is the Superintendent of Public Instruction chosen?

CIVIL GOVERNMENT
May, 1919
1. (a) When was Iowa admitted as a state?
   (b) Name the different places that have been the capital city of Iowa.
2. Name the officers of your township and give the duties of each.
3. (a) How is a legislator chosen to office?
   (b) How do we obtain money for state business? (Give in detail.)
4. How would you proceed to have your school grounds improved and the school house repaired?
5. Give the substance of the compulsory education law.
6. Name five state institutions of Iowa and state the purpose of each.

CIVIL GOVERNMENT
February, 1920
1. Bound your county and tell the county seat.
2. Name the county officers and underline the officer that is not chosen by the voters.
3. Bound Iowa. Name and locate capital.
4. Who is Governor of Iowa?
5. What do you understand by the Constitution of United States? Name the three branches of government.
6. How many cabinet members has President Wilson? How many had Washington?
7. Name five state institutions in Iowa and tell where located.

CIVIL GOVERNMENT
March, 1920
1. Name the three departments of the
federal government and state in what each is vested.
2. How may the Constitution be amended?
3. What is a tax? Why are taxes levied?
4. What is an alien, a citizen, a legal voter?
5. Describe fully how an alien may become a citizen of the United States?
6. Name the two branches of the Alaska legislature. Why are two branches considered necessary? How many members in each branch?
7. What do you consider some of the duties of the Cabinet officials? Name four.
8. In their order the departments of the Cabinet? What are the functions of each?
9. What is meant by public opinion? What responsibility does each individual have in creating public opinion?
10. The remark is often made that certain agitators in this country “milk one country for a free country.”

CIVIL GOVERNMENT
February, 1922
1. Name three kinds of school districts. Who are the officers of your district? How are they chosen?
2. Tell what you can of the origin of the township.
3. What does the county do with its non-traffic funds? With its poor?
4. Of what does the legislature of Iowa consist? How are the members chosen?
5. How does a bill become a law? Trace the usual steps.
6. Name five elective state officers and tell what each does.
7. What is the chief difference between a limited monarchy and a republic?
8. How frequent and at what times does the United States Congress meet? How many representatives has Iowa in both houses of Congress?
9. Describe the Supreme Court of the United States.
10. Why are taxes necessary? Name two kinds of taxes. Define each.
11. What is the Writ of Habeas Corpus, and for what is it used?

CIVIL GOVERNMENT
May, 1922
1. Define the following: (a) Absolute Monarchy, (b) Limited Monarchy, (c) Republic, (d) Democracy. Which form of government do you live under?
2. What are the three branches or departments of the Government in both State and Nation? Define the power of each branch.
3. (a) Who is the chief executive of Iowa? What salary does he receive?
(b) What constitutes the General Assembly of Iowa? Where does it meet? How often? For what purpose? What salary does each member receive?
4. What governing body has jurisdiction over the affairs of the county? How often does this board meet? Name four duties which it performs.
5. Name the county officials and tell what duty each performs.
6. What is the state and county officials chosen? When are they elected? Name one county official who is not chosen this way. How is this officer chosen?

CIVIL GOVERNMENT
February, 1922
1. How does a bill become a law?
2. What are the qualifications of a voter?
3. When was the last presidential election? When will our next one be?
4. What is a citizen? How many citizens are there in each house elected?
5. Name county officers. To what officer does a farmer pay his taxes? To what officer would he apply for a license? An automobile license?
6. Give the preamble to the constitution of the United States. Name the President of the United States. Name two branches of government.
7. What is a direct tax? A poll tax?

CIVICS
February, 1925
1. Name the state elective officers and define the duties of each.
2. Who is your county Superintendent? Name three of her duties?
3. Name and locate five state schools.
4. How may a foreigner be a citizen of the United States?
5. What is an alien become a citizen of the United States?
6. What is the compulsory school age in Iowa?

CIVICS
May, 1925
1. Who is the Governor of Iowa? For how long is he elected? Who fills his office during the governor's absence?
2. Name the branches of government.
3. Name and locate five state state institutions.
4. Name the qualifications of a voter. What is meant by a “citizen”? How may an alien become a citizen of the United States?
5. Name county officers and one duty of each.
6. How many members are there in the President’s cabinet? When and how did President Coolidge become president?
Music

February, 1924
1. Name five patriotic songs you would recommend.
2. What have so many patriotic community song services been conducted during the past two years?
3. What is the most beneficial to you, learning to sing or studying technique of music?
4. Write the words of America.

Music

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Music

February, 1924
1. How do you distinguish the bass from the treble clef? the keys of A, B flat, F, G?
2. Define staff, clef, note, rest, half step, sharp, flat, bar, double bar, and score.

Music

February, 1923
1. Write from memory two stanzas of "America."
2. Write from memory two stanzas of some other patriotic song.
3. Make a whole note, half note, quarter note, and an eighth note.
4. Make a whole rest, half rest, quarter rest, and an eighth rest.
5. Write the scale on the soprano staff in the key of "C" in quarter notes.
6. What is music? Why do you like it?

Music

February, 1922
1. Write the words for one stanza of "America."
2. Write the scale in the key of C, using whole notes.
4. What is the key of the Major Scale written in "question 4."
5. Draw a staff. Name the lines and spaces.
6. Draw a quarter note, a half note, a whole note, and a rest.

Music

February, 1921
1. Write the treble clef and place whole notes on the lines.
2. Draw the following: Whole note, half note, quarter note, eighth note.
3. Write a stanza from "The Star Spangled Banner."
4. What is a key in music? Name five.
5. What voices sing in the treble clef? the bass clef?
6. Write the treble clef, key of C, and write on it the following: do, sol, la, ti.
7. What is our State Song? Who wrote it? Why do you suppose our soldier boys liked it while they were in France?
MUSIC
February, 1925
1. Name and draw four kinds of notes. What does each mean?
2. How can you tell the time of a piece of music?
3. Name two songs you have learned that have given you a love for your country.
4. Make the sign for the treble clef, bass clef.
5. Why are rests used? Name four.
6. Of what use is the tie, the dot, flats and sharps?

MUSIC
May, 1925
(Answer five)
1. Name three patriotic songs sung by our soldiers in the late World War.
2. What has Thomas A. Edison done to extend the influence of music?
4. What is a rite song? A folk song?
5. What is meant by signature of music? What is a staff?

(See page 115 for order blank.)

COMPLETE QUESTION AND ANSWER BOOK
Put your examinations in the safety zone. Here is the book every eighth grade teacher and pupil should have. There are over 5800 questions and answers in the eighth grade examination subjects. Bound in cloth this makes a most serviceable book for teachers.
3. What in your Reading did you enjoy most? Tell why.


5. What is literature?

6. What is the story of Ruth? From what taken?

7. Quote the first stanza from "America".

READING
May, 1921

1. Why are punctuation marks necessary?

2. If you were reading about how would you know that you had made a comma, a question mark, an exclamation mark or a period?

3. How can you enlarge your vocabulary?

4. Who wrote each of the following: The Great Stone Face, Thanatopsis, Snow Bound, Poor Richard's Almanac, Hiawatha?

5. Give a sketch of the life of one of the above authors.

6. Write three stanzas of "The Star Spangled Banner" and describe the circumstances under which the poem was written.

READING
February, 1922

Oral Reading 95%. Written work 50%.

1. What is the dictionary in studying your Reading lesson?

2. Write a stanza of some poem you have learned.

3. Who wrote the following: "Gettysburg Address", "The Arrow and the Song", "Christmas Carol", "Snow Bound", "Rip Van Winkle" and "Evangeline"?

4. Write Antonyms for the following words: liberty, w., hard, kind, fierce, bitter, cold, sweet, possible, poetry.

5. Write Synonyms for the following words: awful, pretty, vast, labor, and large.

6. Name two kinds of Reading. Which kind do you consider the more important?

READING
March, 1922

1. Why is reading such an important subject? Name two kinds and state which is the more important and why.

2. Name three ways in which a dictionary aids a pupil in his work.

3. Name five selection you have read and give the author of each.

4. What are the three most important books you have read in the newspapers? State two reasons for reading a newspaper.

5. What selection in your reading have you enjoyed most this year? Give reasons for your answer.

6. What is a word picture, a memory gem, a patriotic selection? Either describe or illustrate the answer to this question.

READING
February, 1923

1. Name two kinds of reading. Why are they important?

2. Define articulation, emphasis, infection, gesture.

3. Define a stanza, a verse, a poem, prose, a paragraph.

4. What is a synonym?

5. What is punctuation? Why used in reading? Write a verse of a poem you have learned.

READING
May, 1923


2. Define Reading. Name two kinds, the disadvantages of each.

3. Define Reading. Name two kinds, the advantages of each.

4. Oral Reading 95% on final grade.

READING
February, 1925

1. What is silent reading? Why should each person be better in that than any other subject?

2. Name three punctuation marks and show how they help in reading.

3. What is a paragraph? How does it help in reading?

4. What place should the dictionary have in the reading of a book? Name five practical uses of the dictionary.

5. Name three American and English authors and a work of each.

6. Oral reading 95%.

--Reading--Oral reading will count for half of the grade. The grade to be given by the conductor.

READING
May, 1925

1. What is meant by expression in reading? Upon what does expression in reading depend?

2. Define prose, poetry, a stanza, a verse, a paragraph.

3. Name one selection written by each of the following authors: Whittier, Longfellow, Charles Dickens, Washington Irving.

4. What is Oral reading? Silent reading? Why are both important?

5. Write a stanza of a poem you have learned in school.

6. Why do you use a dictionary in "our general reading?"

--Reading--Oral reading will count for half of the grade. The grade to be given by the conductor.

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BIографICAL SKETCHES
OF OUR
NATIONAL PRESIDENTS
GEORGE WASHINGTON
(First President)
Born Bridge Creek, Virginia, February 22, 1732
Married Mrs. Martha Custis 1759. Assumed office 1789. Served 7 years 10 months 4 days
Died December 14, 1799
President 1789-1797

The fame of George Washington is not accounted for merely by the record of his achievements. Like Lincoln, the man was infinitely greater than anything he did.

An able commander, he wrested liberty from tyranny. A statesman, he helped evolve a stable government from political chaos. A patriot, he cheerfully gave up his crown. Wisdom, patience, tolerance, courage, consecration to the righteous cause, animated his every act. Ingenuity, intrigue, and treachery never embittered him, but served to strengthen his character. Ambition and opportunity never tempted him from the narrow path of honor.

Washington's father died when George was not quite 11 years old, and his half-brother, Lawrence, who was 14 years his senior, acted as guardian and loving counselor. As head of the family property. This included a plantation on the Potomac which he christened Mount Vernon, under whom he had served for a time in the British navy. Here his brother George spent some of the happiest years of his youth, and in a few years after Lawrence's death, which occurred in 1752, this rich estate passed by inheritance into his permanent possession.

His Education and Training
The boyhood and education of young George Washington was little different from that of the other Virginia folks of good families, but limited means. He learned to read, write, and "cipher" in a school kept by the sexton of the parish church. But plantation affairs, hunting, fishing, and a little reading chiefly filled his days. It was to his mother, a woman of strong and devoted character, that he owed his moral and religious training. Even when her son had risen to the height of human greatness, she would only say that "George had been a good boy, and she was sure he would do his duty." When he was 14 years old there was some talk of sending him to sea in a tobacco ship, but the plan was abandoned. Instead he received two additional years of schooling, chiefly in mathematics, and so prepared himself for the profession of a surveyor.

Through his brother, Lawrence, he made the acquaintance and won the favor of Lord Thomas Fairfax, an accomplished gentleman, who held enormous grants of land in Virginia beyond the Blue Ridge. At 16 GeorgeWashington entered his employ as land surveyor. The traits he had displayed in school and among his playmates and his leadership and steadfastness of character now came out promptly. He excelled in running, wrestling, and horseback riding. His school days were long remembered as an example of neatness and accuracy. Now he had to live afoot and on horseback in the wilderness.

He had helped direct, inferiors to govern; and he had to make out survey records so complete and accurate that they would be accepted by public officials upon which to base titles to land.

Washington was President 1789-1797. Following his retirement, Washington lived the life he loved, that of a planter "amid the mild courses of ordinary life" at Mount Vernon. He now found leisure to enjoy the society of his family and the simple pleasures of plantation life that had so long been denied him.

This period of well-earned enjoyment was all too short. In less than three years, on December 13, 1799, Washington contracted acute laryngitis as the result of a long ride on horseback in a snow storm. Two days later he was dead. In accordance with his wishes he was buried in the little family vault in the hillsides at Mount Vernon, overlooking the Potomac River.

Following is a favorite quotation: "I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man."

JOHN ADAMS
(Second President)
Born Quincy, Mass., October 30, 1735
Married Abigail Smith 1764
Died July 4, 1826
President 1797-1801

At a time when American patriots had as yet scarcely learned to utter the word "Independence" strong-headed and stout-hearted John Adams, as delegate from Massachusetts to the Continental Congress, was urging separation from the Mother country, and doing it so boldly as to cause him to be shunned by his fellow delegates in the streets of Philadelphia. He was the first member of this notable family to rise to fame. Born in what is now the town of Quincy, Mass., he was graduated from Harvard College in 1755 and three years later began to practice law. After a few years he married Abigail Smith, a neighboring minister's daughter.

Foremost Champion of Independence
One of the most courageous things John Adams ever did was to undertake, in a time of great patriotic excitement, the defense of the British soldiers on trial for murder as a result of the so-called "Boston Massacre" (1770). Not merely did he procure the acquittal of all but two of them, but he so impressed his fellow townsman of Boston with his courage, honesty, and patriotism that they forthwith elected him to the Colonial Legislature.

From the beginning of the struggle with the Mother country, Adams was one of the staunchest upholders of the rights of the Colonies, both in his speeches and in writing for the press. He opposed the Stamp Act and was a member of the Massachusetts Delegation to the Continental Congress from 1774 to 1778. When at last the members of the assembly were converted by every sort of persuasion, it fell to his lot to second, on June 7th, 1776, the famous resolution of Richard Henry Lee, that these "colonies are, and of right ought to be free and independent states."

John Adams was made a member, with Jefferson, of the Committee appointed to draw up the Declaration of Independence, and in the debate which followed its introduction into the congress, he was its foremost champion. In this and other proceedings he gained the reputation of having the "clearest head and truest heart of any man in Congress."

In 1778 Adams sailed for France, which had just signed a treaty of alliance with the revolted colonies, to take his place as one of the commissioners to that country. There he rendered new service to the American cause as notable as those rendered while in Congress. With John Jay and Benjamin Franklin, he concluded the preliminary treaty with Great Britain, in 1782, which inaugurated the independence of the United States of America and began political hostilities. He then became the first American minister to Great Britain, a post which he held until his return to become the first Vice-President of the United States.

Succeeds Washington as President
When political parties sprang up in Washington's administration, Adams and Alexander Hamilton became the recognized leaders of the Federalists Party, in opposition to Jefferson and the Democratic-Republican Party. Adams succeeded Washington as President in 1797, but owing to political mismanagement, Jefferson was chosen Vice-President with Hamilton.

In spite of Adams' great ability, patriotism and integrity of character, he was never really popular, even with the Federalists. He was blind, vain and ambitious, and the Jeffersonians charged him with wishing to confine power to "the rich, the well-born, the town of the able." He did not get along well with Alexander Hamilton, the ablest of the Federalists, and as a result the party was hopelessly split during the whole tenure of Adams' administration. Party passions grew ever higher, and there was increasing friction also with the rulers of Revolutionary France. As a result the four years of Adams' presidency were one of the stormiest periods of our history.
For a moment only were factions stilled. This was in 1798, when the insolent demand of the French Directors for money bribes led our envoy, Charles C. Pinckney to use his famous phrase, "millions for defense, but not one cent for tribute".

President Adams won great applause by his declaration, "I will never send another minister to France without assurance that I will be received, respected, and honored as the representative of a great, free, powerful, and independent nation."

His failure of re-election was a bitter disappointment to Adams. He retired at the end of his single term to pass the last 25 years of his existence in private life. He refused petulantly to stay to see his successor inaugurated, and left for Massachusetts before daybreak on the morning of March 4, 1821. In spite of such childishness his fame has grown with the passing years, until now this second president of the United States appears as an unworthy figure in heroic times.

John Adams died on July 4th, 1826, on the 50th anniversary of the independence of the United States. Jefferson, with whom Adams had long been reconciled, died the same day; but Adams, not knowing this murmured as he died: "Thomas Jefferson still lives".

THOMAS JEFFERSON
(Third President)
Born April 13, 1743, at Shadwell, Virginia
Married Mrs. Martha Skelton, 1772
Died July 4, 1826
President 1801-1809

The Father of American Democracy

When Thomas Jefferson asserted in the Declaration of Independence that "All men are created equal" it was to him no mere high-sounding phrase, but an expression of the principle upon which he believed all government should be based. Yet he was by birth an aristocrat, for his mother was a member of the fine old Randolph family of Virginia. His father, however, belonged to the class of lesser land-holders in the backwoods country of Albemarle, Va. Something of Jefferson's democracy may be due, perhaps, to the frontier influences of the Blue Ridge region in which he was born and reared. More of it was due to himself, for in later life he wrote that, after his father's death, "14 years of age the whole care and direction of myself was thrown on myself entirely, without a relative or friend qualified to advise or guide me."

Though the family was not wealthy—for land in that day did not necessarily mean wealth—their funds were sufficient for Jefferson to attend William and Mary College from which he was graduated in 1762. He always set a high value upon his education, at one time declaring that if he were called upon to choose between the large estate left him by his father, and the education given to him, he would without hesitation choose the latter. He was fond of outdoor sports, an excellent horseman, and a skilled violinist, as well as a keen and eager student—a man of many accomplishments and of great personal charm.

After leaving college Jefferson studied law and in 1767 was admitted to the bar. But the law proved of only minor interest in the career of this many-sided man. He was also a statesman, diplomat, administrator, planter, and philosopher. Although he was successful in the legal profession, his taste for oratory rendered impossible long speeches, and he had no delight in the bitter personal clashes of the law courts. It has been said that in Virginia, during the Revolutionary War, "Washington was the sword of the revolution; in Europe, Jefferson was the pen of the Revolution." In France, and in the Congress of the United States, the pen of Jefferson was very great.

Jefferson was only 32 when he took his seat in the Continental Congress, but he at once became prominent. Re-appointed by Virginia in 1776, he won imperishable fame as draftsman of the Declaration of Independence. Soon afterwards he resigned his seat in the Continental Congress to enter the legislature of Virginia, which had now driven out its royal governor and adopted a state constitution, though of a rather conservative sort.

JAMES MADISON
(Fourth President)
Born Port Conway, Virginia, March 16, 1751
Married Mrs. Dolly Todd 1794
Died June 28, 1836
President 1809-1817

Father of the Constitution

Madison, like Washington, Jefferson, and Monroe, was a Virginian by birth. His father owned the large estate of Montpelier, in the then frontier county of Orange. But though possessed of many acres, the Madison family did not belong to the "aristocracy of Virginia". The family funds, however, were sufficient to provide a good education for James, the eldest son. When he was 18 years old he entered Princeton University, from which he was graduated in 1771. He then spent another year there studying Hebrew, the history and government of ancient civilizations, and the principles of law.

At that time he intended to enter the ministry. But politics—a pursuit for which he was eminently adapted—soon claimed his attention; and from 1779 to 1817, with the exception of about four years, he served continuously in public office. In that time he was member of the Virginia Assembly, of the Continental Congress, and of the House of Representatives under the new constitution. He was a member of the convention which framed the constitution of Virginia in 1787, and was one of the leaders of the Constitutional Convention in Philadelphia, in 1787, which framed the Federal Constitution.
When the Philadelphia Convention was called in 1787 to revise the Articles, Madison drew up a plan for a new form of government. This scheme, modified in some details, was later adopted as the Virginia plan, on which the Virginia convention, known as the "Father of the Constitution," in the convention he spoke more frequently than any other member, except Governor Morris and James Wilson. Furthermore, he took careful notes of all proceedings, and this journal, published by order of Congress after the death of all members of the convention, is of the most precious source of information concerning the proceedings of that body, which took place in the most profound secrecy. Madison hurried home from the Constitutional Convention to secure election to the Virginia State Convention, to which the Constitution would be submitted for ratification. In this convention he vigorously opposed the aged Patrick Henry, who thought the rights of the people would not be secure under the new form of government. In spite of the strong opposition of the Anti-Federalists, Madison finally triumphed and Virginia ratified the constitution.

With the accession of Jefferson to the presidency, in 1801, Madison became secretary of state. Since Mrs. Jefferson was dead, it fell to the lot of pretty "Dolly" Madison, his wife, to act as hostess at the president's state dinners. The many friends she won, together with Madison's great ability and purity of character, and Jefferson's support, caused Madison in 1808 to be chosen the fourth president, by an electoral vote of 122, to 47 cast for Charles C. Pinckney, the Federalist candidate. The work of setting up the government and giving it the needed strength has been successfully accomplished under Washington's administration, and a democratic trend that had then been given to it by Jefferson; so Madison did not have to deal with these fundamental problems. But the shadow of war hung over his whole term of office. His first years were occupied with the disputes with England and France, which culminated in 1812 in the declaration of war against England.

Madison, re-elected in 1812 over De Witt Clinton of New York, the Federalist candidate, by 128 electoral votes to 89. It must be admitted that Madison's administration of the war was far from efficient. He was hampered both by his own lack of ability as an executive, and by the violent opposition to the war of the New England Federalists, who in December 1814 met in the famous Hartford Convention, which was suspected of planning New England's secession from the Union.

The End of the Federalist Party

With the peace of Ghent (Dec. 24, 1814), this opposition collapsed and the charge of disloyalty against the Federalists caused the death of their party. In spite of the fact that there was only one political party and that that party in theory favored strict construction and states rights, various nationalistic tendencies developed during Madison's administration. These were shown in the new protective tariff law, and in the chartering of the Second Bank of the United States, both in 1816.

In 1817 Madison retired to his estate at Montpelier, where his efforts as a planter were no more successful than were those of his friends, Jefferson and Monroe. Like them he was interested in education, and he served with them as regents of the University of Virginia, to which he left his library after his death.

(See page 115 for order blank.)

JAMES MONROE
(Fifth President)
Born in Westmoreland County, Virginia, April 28, 1758
Married Elizabeth Kortwright 1786
Died July 4, 1821
President 1817-1825

The President Who Said to Europe, "Hands Off!"

As the president who first announced the principle known as the "Monroe Doctrine," James Monroe, fifth president of the United States, holds an important place in American History. The idea of the doctrine that "America is for the Americans" did not come to him like a flash of inspiration. Monroe had already declared, "The day is not far distant when we may formally require a meridian of partition through the ocean, on the hither side of which no European gun shall ever be fired, nor an American on the other." It was left to Monroe however, to make this doctrine of "hands off," for Europe a matter of official record by incorporating it in a message to Congress in 1823.

Monroe's education was rather deficient. His family, of Scotch and Welsh descent, belonged to the class of small planters of western Virginia, and he had just entered William and Mary college, at the age of 16, when the Revolution broke out. With a number of fellow students and professors he at once left school to enter the army.

In 1789 Monroe left the army and entered upon the study of law under Jefferson, then governor of Virginia. Here began a friendship which lasted until Jefferson's death, and which greatly influenced Monroe's career. In writing to Jefferson Monroe once said, "I feel that whatever I am at present in the opinion of others, or whatever I may be in future, has greatly arisen from your friendship."

Monroe was in turn a member of the Virginia assembly, of the United States Congress under the Articles of Confederation, of the state convention which ratified the Federal Constitution, and of the United States Senate under that constitution. He was successively minister to France, Spain, and England, governor of Virginia for several terms, secretary of state and of war under President Madison, and finally was the fourth Virginian out of the first five presidents to hold the highest office in the American republic.

During the war of 1812 Monroe served under President Madison as secretary of state, and also for a time as secretary of war. The city of Washington was burned by the British during the time that Monroe acted as secretary of war but his measures as a whole won him popularity, and his position as secretary of state put him in line for the presidency.

In 1816 Monroe reached the pinnacle of his career when he was elected to succeed Madison as president, with Daniel D. Tompkins of New York as vice-president. Monroe and Tompkins were re-elected almost unanimously in 1820; the one vote cast against him at that time is said to have been "so that no one might share with Washington the honor of a unanimous election."

The period from 1817 to 1825, during which Monroe was president has sometimes been called the "Era of Good Feeling," because there was only a single organized political party during that interval.

Monroe Doctrine

What is known as the "Monroe Doctrine" is not a part of international law, nor even of the law of the United States; but it has formed the basis of American foreign policy for a hundred years. It has been the cause of much diplomatic correspondence, and the United States has stood ready to fight for it on occasions when it has been found in the message of President Monroe to Congress, December 2, 1823. The occasion which called it forth grew out of the revolt of the Latin American colonies from Spain about 1815, and the creation of new republics in Mexico, Central America and South America. Weakened Spain could not hope to regain her colonies unaided, and there
was talk of the alliance of re-actionary European powers, which just put down revolu-
tions in Italy and Spain, interfering forcibly in Latin American with a view to re-
establishing Spanish rule there.

John Quincy Adams, then secretary of state, thought it better that the United States should make an independent declaration; and after discussion with President Monroe, he formulated most of the important presidential message delivered on December 2.

Pointing to the fact that it was America’s policy not to meddle in European affairs, President Monroe gave warning that any attempt by the autocratic monarchies of Europe “to extend their system to any portion of this hemisphere” would be con-
sidered by the United States “as dangerous to our peace and safety”. In a later section of the message the view was expressed that the American continent was no longer open to new colonization. This was aimed at Russia, which was then planning to set up a colony at San Francisco on Spanish soil. These two declarations are the seed from which has grown the Monroe Doctrine of today. Great Britain gave unequalled support to President Monroe’s doctrine, and has never withdrawn it.

With the inauguration of John Quincy Adams in 1825, Monroe retired to private life after a public career covering more than 40 years. During which time he had dis-
played no wonderful ability as legislator, diplomat, or executive; but he had proved an honest and patriotic citizen, whose motives were never questioned even by his enemies. Jefferson well said of him that “he is a man whose soul might be turned wrong sides outward without discovering a blemish to the world.” His closing years were harrassed by debt, and he removed from Virginia to find a home with his son-in-law in New York City, where he died on July 4, 1831.

JOHN QUINCY ADAMS
(Sixth President)
Born Quincy, Massachusetts, July 11, 1767
Married Louisa Katherine Johnson 1797
Died February 23, 1848
President 1825-1829

In a public address Mr. Adams once quoted some words from the Latin author Tacitus which a lady in his audience translated as meaning “Equal to, not above duty”. She added that a better translation would be the three words, “John Quincy Adams”.

Duty was the keynote of the younger Adams’ whole life. We see it in the boy when at the age of 10 years he wrote to his father: “I make but a poor figure at comparison, too feeble, my thoughts are running after birds’ eggs, play, and trifles till I get vexed with myself.”

He was a young man who turned his back on life at the court of St. James, in England—to which his father had just been appointed the first minister from the United States—and returned to America in order that he might obtain a degree at Harvard College; although he felt, “were I now to go with my father probably my immediate satisfaction might be greater than it will be in returning to America.”

A Diplomat at Fifteen

At that time (1785) he had enjoyed life abroad for seven years. He was born at the old Adams home, Quincy, Mass. When 10 years old he had accompanied his father to Paris, where the elder Adams was American representative during the Revolu-
tionary War, and for some time he was in school in Paris and Holland. At 15 be accom-
pained Francis Dana to Russia, as private secretary, when that gentleman received the appointment—not recognized by Russia—as envoy to the court at St. Petersburg. We cannot wonder that he found the prospect of giving up this diplomatic life “somewhat discouraging for a youth of my ambition”.

In his case sacrifice brought its reward, for, after having graduated from Harvard in 1788 and been admitted to the bar three years later, he was appointed by President Washington an minister at the Hague (Holland), when he was barely 37 years old. When John Adams became President the question of his son’s diplomatic future became an embarrassing one, for both father and son possessed an old-fashioned puritanical sense of duty, and President Adams did not wish to be accused of favoritism. But Washington came to the rescue, and in a letter to President Adams urged that John Quincy Adams should be promoted to the place of minister at Berlin, because (as he said) “young Adams was the ablest person in the American diplomatic service”.

The “Old Man Eloquent”

In a day when such statesmen as Webster, Clay and Calhoun were in public life, Adams yet won for himself a title of “Old Man Eloquent”. His claim to this was based on the information contained in his speeches and not to any charm of appearance or grace of voice or manner. He was short and slight, his voice was high, shrill, and liable to break—piercing enough to be heard, but not agreeable. In manner he was so restrained and cold that he was extremely unpopular in the House.

But if he was disliked and unkindly treated by others, he was not uncharitable to them. In his voluminous ‘Diary’ of 13 printed volumes, in which he records his feelings and doings, hardly a man in public life escapes condemnation. One author wrote that, “as one turns the leaves, he feels as though he were walking through a graveyard of slaughtered reputations, wherein not many headstones show a few words of measured commendations”. This habit of harsh criticism cost Mr. Adams much, for it not only made him unpopular in life, but even today we find it hard to like the man. It should be said, however, that he applied the same tests of puritanical severity to his own character and acts that he applied to others. In all this he is a good example of the Adams family—upright, honest, and able far beyond the average of their associ-
ates, but with a fatal gift for tactless speech and unpopularity.

ANDREW JACKSON
(Seventh President)
Born Union County, North Carolina, March 16, 1791
Married Mrs. Rachel Rotberns 1791
Died June 8, 1845
President 1829-1837

When Andrew Jackson came upon the stage of American political affairs as the seventh President of the United States, a new era began in the history of the country. The control of the government by the “Virginia dynasty” and the Adams family was at an end, and the rule of the frontier had begun. As a specimen of the new type of American manhood which was now to dominate the country, no better person could be found than Andrew Jackson. The son of Scotch-Irish parents who had settled in South Carolina, in the frontier wilderness of the Carolinas shortly before his birth, he displayed the characteristics of the Waxhaw region in which he was born and reared. He was uneducated, crude, and fond of fighting—b cystic, self-confident, honest, and straightforward.

At the close of the Revolutionary War, Jackson found himself alone in the world, but also to his own indifference to books and to his unwillingness to learn new things, his knowledge of the English language was so limited that he could never learn to speak or write correct English, and one of his enemies once said that “neither his pen nor his head were educated enough to write or speak clearly in English.”

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Enter the Hero On Horseback

Jackson always went straight for what he wanted. This characteristic sometimes involved him in difficulties, as it did in 1817. He had been ordered to the Florida frontier where the Indians were massacring the American settlers. Jackson, with many others felt that the men should be allowed to fight the British and the Spanish. As a frontierman he hated the Indians; because of the ill treatment he had received while a prisoner during the Revolutionary War, he hated the British; and as a Westerner he disliked the Spanish because they frequently closed the Mississippi River to American commerce. His hostility to these three peoples made the expedition to Florida an especially agreeable one to Jackson.

In 1824, he became one of the five candidates for the presidency. Though he received more of the electoral votes than any of the other candidates, he did not have a majority and the choice therefore went to the House of Representatives. The Clay followers, realizing that their leader could not be elected, gave their votes to John Quincy Adams, who in consequence was elected. The feeling that he had not been treated fairly, together with the dislike many felt for the eold uprightness of Adams, and their admiration for Jackson gave him the election in 1828.

The Spokesman of the Common People

The common people felt that at last they had an executive who was one of them, as was shown by the crowds at Washington on his inauguration day. Half the men wore their trousers tucked into their boots and not a few carried pistols openly in their belts. The contrast between "Jeffersonian democracy" and "Jacksonian democracy" is indicated in the contract between Jefferson and the Scott mansion at Monticello, and the backwoods log cabins in which Jackson spent his youth.

Jackson regarded himself as a spokesman for the common people in whom he had absolute confidence. This belief he expressed in the phrase "Let the people rule," and in order to let the people rule, he removed from office in the year of his administration about 10,000 office holders to make room for his friends. This was an application of the "spoils system," with its cry, "To the victor belongs the spoils" which furnished and corrupted American politics for more than half a century and which civil service laws have not yet altogether removed.

When Jackson retired from office he had the satisfaction of seeing his chief points carried; the tariff question was regulated on his principles, the Bank of the United States was dissolved, its affairs, nationalization was laid low, and the Indians in Georgia had been pacified. His satisfaction was increased by the fact that Van Buren, who had been rejected by the Senate as minister to England, was his successor; and that Roger B. Taney, whom he had twice rejected for lesser offices was the Chief Justice who administered the oath of office.

During the eight years which followed Jackson's retirement, the hard times which came upon the country in 1837 hurt him financially and also disturbed his peace of mind. He retreated from the public life, but kept the clipping whenever he had it cut. Neither Washington nor Jefferson enjoyed the prosperity that "Old Hickory" did, nor have many presidents since his day been so cursed to such a degree the love and confidence of the people. He died at the estate, the Hermitage, near Nashville, Tenn., on June 8, 1845, and was buried in the garden.
WILLIAM HARRISON
(Ninth President)
Born in Berkeley, Virginia, February 9, 1772
Married Anna Symmes 1803. Assumed office 1841. Served 1 month
Died April 4, 1841
The Indian Fighter Who Became President
President 1841

If the frontier creates the characteristics which are peculiarly American, as has often been asserted, then William Henry Harrison was a typical American, for most of his public career was spent in the frontier wilderness of the Northwest Territory, or representing that region in Washington. But by birth and education General Harrison belonged to the aristocracy of Virginia. His father was a plantation owner in the tidewater region, who had taken a prominent part in Virginia politics during the Revolutionary War, and had signed the Declaration of Independence. After placing his signature to that immortal document, it is said that he remarked to Benjamin Franklin, “Now we must all hang together.” “Certainly,” said Franklin, “for you may be sure that if we don’t, we shall all hang separately.”

As William Henry was the third son of the Harrison family, and the father’s property would under the Virginia law of that time go chiefly to the eldest son, a profession was necessary for him. His father sent him to Hampden-Sidney College, Va., 1787 to 1799, and then to Philadelphia to study medicine. But the young man disliked this calling, and at the death of his father, in 1791, he dropped it. President Washington then appointed him an envoy in the Indian Office.

Harrison’s first active duty was under General Anthony Wayne, in the campaign in the Ohio Country against the Indians. He served with distinction in the battle of Fallen Timbers, in 1794, and was commander of Fort Washington, in Pennsylvania, until 1798.

How He Won the Title of “Old Tippecanoe”

As superintendent of Indian affairs he made in 13 treaties with the Indians, securing the cession of large sections of land in the Northwest. Tecumseh, a chieftain of the Shawnee Indians, and his brother the “Prophet” objected to this giving up of the Indian lands, and claimed that the consent of all the tribes was necessary before the cession could be valid. The chiefs, they said, had “no right to barter away the land for a pewter ring or a keg of liquor.” The result was a formidable Indian War, in which Governor Harrison defeated the Indians at Tippecanoe, near Lafayette, Indiana. This victory made Harrison a national hero, and he was admiringly called “Old Tippecanoe.”

His Nomination for the Presidency

In 1836 General Harrison was nominated by the Whigs for the presidency, and though defeated by Van Buren, he succeeded in carrying seven states. In 1840 Harrison was again the Whig candidate against Van Buren, who was seeking re-election. The campaign of that year marked a new era in American politics. With it began the monster meetings, the campaign song, and the doggerel verse which for years after marked presidential elections. One part of Harrison’s residence at North Bend was a leg cabin covered with clapboards, and at the opening of the campaign one of his admirers said that his table, instead of being served with expensive wines, was supplied with cider. So “log-cabin and hard cider” immediately appeared at all the Harrison meetings. The “Tippecanoe” and the “Young Tippecanoe” and the “Whigs to Tippecanoe” were the Whigs to overwhelming victory, making Harrison president and Tyler, vice-president.

But the strain of the campaign, and of dealing with the multitude of office-seekers in the months that followed proved too much for General Harrison’s strength. Although in apparent good health at the time of his inauguration, he soon fell ill of pneumonia and died on April 4, 1841—just one month after he took office. He was the ninth to hold the presidential office, and the first to die during his official term.

It is useless to speculate as to what sort of a president he would have made. On the one side are those who hold that “he was a great man, though he lived in a gnat time, and he had been a leader in great things”. On the other hand, it is pointed out that he was one of the best territorial governors ever appointed in the United States, and that there is no reason for thinking he would not have shown on the national stage the same qualities of broad-mindedness, integrity, tact, courage, and resourcefulness that he had displayed in the lesser drama of the frontier.

JOHN TYLER
(Tenth President)
Born in Greenway, Virginia, March 29, 1790
Married Letitia Christian 1813 and Julia Gardiner 1844
Died January 17, 1862
President 1841-1845

“Honest John’s” Stormy Administration

“Honest John” Tyler regarded himself as one of the “Virginia presidents” and predicted that he would be the last one of the line. He was indeed the last president, up to the present time, who was born and bred in the “Old Dominion”, but he hardly belongs in the same classification with Washington, Jefferson, Madison, and Monroe.

In the first place, Tyler was not elected president at all, but came to that office from the vice-presidency at the death of William Henry Harrison, in 1841. He was the first vice-president to so obtain the place of chief executive. In the second place, he did not belong to the age of Washington, which produced the great men of the Revolution and the Constitution, but belonged rather to the Jacksonian period of partisan politics.

Though Tyler was not one of the Revolutionary statesmen who founded the government and whose succession to the presidency had “ended in a sort of chill with John Quincy Adams”, Tyler had education and experience which might have rendered him a suitable candidate for the presidency. He was the son of Judge and had served with the Whigs in the state legislature. He had been educated at William and Mary, and had inherited traditions of public service. He had been graduated in 1807. Two years later he was admitted to the Bar of Virginia, and became a lawyer. He had been engaged in law practice, and had served in the United States Congress as a member of the House of Representatives, and as a senator from Virginia.

With such a long term in office, he would seem to have many political opinions that would be familiar to the people of America. Yet the uncertainty of his stand on important questions remains one of the most exciting questions of the time. His administration was marked by his impartiality. Tyler did not hesitate to disagree with his party, and was the first president to give the country up to that time had experienced. For this reason he was called to the presidency by the death of the Virginia House of Delegates. Before he was called to the presidency by the death of old President Harrison, he had served in both houses of the Virginia legislature, in both houses of Congress as a member of both houses of Congress, and in the United States Senate.

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But the unexpected happened, and on April 4, 1841, Tyler was called upon to become the 16th president of the United States. It was with misgivings that the Whigs welcomed his administration. They thought that he would be a weak president, and they were right. Tyler vetoed the bill to re-establish the Bank of the United States shortly after he took office. That was the first move he made, and it was to be his undoing. The Whigs had expected a strong man, and Tyler was not the man to lead them. He was not strong enough to stand up to the Whigs, and he was not strong enough to stand up to the Democrats. He was not strong enough to stand up to the Whigs, and he was not strong enough to stand up to the Democrats.

So ended John Tyler’s career. His popularity with the Whigs and his policies while in office not only destroyed all chance for Tyler’s re-election to the presidency but likewise ended his political career.
When his term of office ended, in 1845, there was nothing for him to do but to retire to his estate, Sherwood Forest, in Virginia on the James River. There he lived until his death in 1849.

James Knox Polk

Born Pineville, North Carolina, November 2, 1795
Married Sarah Childress 1824
Died June 15, 1849
President 1845-1849

The Man Who Won the Pacific Coast

The same Scotch Irish stock which produced Andrew Jackson, the seventh president of the United States, produced also James K. Polk, the eleventh president; the same state (North Carolina) gave them birth; and the same frontier conditions environed their youth, and the principles of "Jacksonian Democracy" were also those professed and acted upon by Polk, to whom the United States was to owe its greatest territorial expansion since the purchase of Louisiana by President Jefferson.

Polk's ancestors had emigrated from northern Ireland to America early in the 18th century, and his father had been a soldier in the American Revolution. The boy James was born amid primitive farming conditions in Mecklenburg County, N. C., and attended the University of North Carolina at Chapel Hill, at the age of 20, and when he graduated, in 1818, he was acknowledged to be the best student in his class in mathematics and the classics, and for this reason was chosen to deliver the Latin valedictory address. Two years later he was admitted to the bar, and practiced law at Columbia, Tennessee.

Polk's ability as an orator was called into use in the political as well as the legal field. He was in great demand at political meetings, and he soon earned the title of "Napoleon of the Bongos". During his period of study for the bar he had made the acquaintance of Gen. Andrew Jackson, and this friendship undoubtedly influenced his ideas as well as advanced his fortunes.

Polk's political career began in 1823, when he was chosen a member of the Tennessee legislature. Before his election to the presidency, 21 years later, he had successfully filled the positions of state legislator, had been a representative in Congress for 14 years, filling for four years the difficult post of Speaker of the House when partisan feeling was exceptionally bitter, and had served two years as governor of Tennessee.

He was re-elected as an able Jacksonian Democrat and was discussed for the vice-presidency in 1840, but in spite of Jackson's influence in his behalf he was defeated for re-election as governor in 1841 and again in 1843.

It was understood before the Democratic National Convention met, at Baltimore in 1844, that Polk was a candidate for the nomination for vice-president. Shortly before the Convention met, ex-President Van Buren issued a statement opposing the annexation of Texas. This lost him the nomination and gave it to Polk, with whom was nominated George M. Dallas of Pennsylvania for vice-president. The Democratic platform was summed up as the "Reannexation of Texas and Re-occupation of Oregon," and his determination to thus extend the boundaries both on the southwest and northwest brought him the election.

The question of the annexation of Texas was practically settled on the last day of Tyler's Administration, and when a joint resolution was passed by Congress providing for its admission as a state to the Union. But the work of carrying out this resolution fell to President Polk and its logical result was war with Mexico. The result was to add to the United States not only the disputed territory between the Nueces and Rio Grande rivers, but also California, Utah, Nevada, and parts of Arizona and New Mexico—more than 532,000 square miles of new territory—in return for a payment to Mexico of $15,000,000.

In 1844 Polk had declared that he would not be a candidate for re-election, and in 1848 he assented to that resolution. He was indeed "steadfast to opinions once formed, and not easily moved by popular opinion". He found his greatest happiness in the pleasures of the home circle, rather than in the gay functions of public amusement, and looked forward with pleasure to this retirement from public life. But it was a pleasure he enjoyed for only a short time, for he died on June 15, 1849, a little more than three months after he left the White House.

The historian Bancroft, who served in Polk's Cabinet, has left us an estimate of Polk as a "politic, friendly, courteous and affable in his demeanor with strangers, generous and benevolent". He adds that "the esteem in which he was held as a man and citizen was quite as high as his official reputation."

Zachary Taylor

(Twelfth President)

Born Orange Courthouse, Virginia, November 24, 1808
Married Margaret Smith 1830
Died in office July 9, 1850
President 1849-1850

General Zachary Taylor, the 12th president of the United States, was the first man elected to that high office without previous political training, and he was the third to be chosen because of his military exploits. Like Andrew Jackson, Taylor was a frontiersman. Though he had been born in Virginia, the family had migrated to Kentucky before he was a year old. There he grew up with little schooling, for schools were unknown in that region when he was a boy. But around the President frequently gathered his father's comrades of Revolutionary days, and in his boyhood he showed that he was destined to be a soldier, four out of the five boys entered the army.

Zachary obtained in 1836 a commission as first lieutenant in a newly formed regiment of United States troops. His services in the army covered a period of 40 years, extending to the time when he was elected president, a period which saw the military career of Taylor from the War of 1812 against the Indians in the Northwest, and during that time he served in the war of 1835-36 against the Seminoles in Florida, and in the Mexican War. On the Northwestern frontier he aided in the campaign against Black Hawk, and was the officer to whom Jackson rendered in 1832.

In 1846 General Taylor was ordered to occupy the disputed territory between the Rio Grande and Nueces rivers in Texas. Both Mexico and the United States claimed this territory, and as soon as Taylor moved into it he was attacked by the Mexicans. As a result of this attack, Congress declared war on Mexico, on the ground that the "American blood had been shed on American soil". After he had won a victory over the Mexican army, he was promoted to major general in the General Scott to Mexico as chief of the Mexican campaign, leading of Taylor's request for a new general, and General Scott to Mexico as chief of the Mexican campaign, leading of Taylor's request for a new general. Santa Anna, the Mexican commander, learning of Taylor's weakened condition, immediately attacked him at Buena Vista, but after an all-day battle "Old Rough and Ready", as Taylor was called by his troops, won the day. This victory saved the government, and he was re-elected as the president in 1848.

In the next year, 1848.
Millard Fillmore was a soldier all his life, and had not voted, much less alleg himself with either party. As a result, both parties wished to secure him for their candidate. At first Taylor discouraged all political demonstrations in his behalf, but he finally yielded and set forth in a letter his views on the importance of the Whigs' achievement of the day. This letter proved acceptable to the Whig leaders. Remembering their victory in 1846, when General Harrison was their candidate, they were glad to secure another military hero as their standard bearer. His running mate was Millard Fillmore, a New York Whig, who succeeded to the presidency upon Taylor's death. Taylor had, a few years before the Mexican War, purchased a plantation in Louisiana. This plantation, which was worked by slaves, and Taylor's connection with Jefferson Davis, who was his son-in-law, won him many Southern votes, and he was triumphantly elected over Senator Lewis Cass, the Democratic candidate.

After Taylor was inaugurated, however, he proved to be less Southern in his views than some had hoped. He advised that California form a state government and decide for itself a constitution; and when that state asked to be admitted as a free state, he recommended that Congress grant the request. He also took steps to prevent secession when the move was threatened by the South. In foreign affairs his secretary of state, John C. Clayton, negotiated the Clayton-Bulwer treaty with Great Britain which paved the way for a Panama Canal constructed by the United States.

Unfortunately for the country, President Taylor died after only 16 months in the presidential chair, and while the historic debates on the Clay compromise were still under way. Many people believe that if he had lived, the slavery controversy might have been adjusted. Senator Benton said of him: "No man could have been more devoted to the Union or more opposed to slavery agitation; and his position as a Southern man and a slaveholder, his military reputation, and his election by a majority of the people of the states would have given him a power in the settlement of these questions which no president without these qualifications could have possessed." Taylor did not approve some features of the Compromise of 1850.

President Taylor was an honest man who as president had no political friends to regard or enmities to fear. It was because of this separation from politics that he had so great an influence, and also because he chose for his advisers men who could supplement his own lack of political experience.

Millard Fillmore

*Thirteenth President*

Born Summerville, New York, January 7, 1800
Married Abigail Powers 1826, Caroline McIntosh 1858
Assumed office 1850, completing Taylor's unexpired term. Served 2 years, 7 months and 26 days. Died March 3, 1874

President 1850-1853

Millard Fillmore's life is a demonstration of the claim that "any American boy may become president." Unaided by wealth or influential friends, he climbed from the log cabin of a frontier farm of western New York to the White House in Washington—from a position as apprentice to wool-carder to the highest position in the land.

His father came from New England and settled in Cayuga County, New York, as a frontier farmer, but the struggle to get along was so severe that he resolved that his sons should each be taught a trade so that they would not need to endure such hardships. When his second son, Millard, was 14 years old, he apprenticed him for the term of seven years to a wool-carder and maker of cloth.

When young Fillmore was 13 he decided to study law. As he was a lawyer to let him work in his office for his room and board. Foner for his other expenses he earned by teaching school. This fact gives us an idea of the inadequacy of the schools of that time. All of Fillmore's schooling had been obtained before he was 14 by attending school three months out of the year, and
FRANKLIN PIERCE (Fourteenth President)
Born Hillsboro, New Hampshire, November 23, 1804
Married Jane Appleton 1834
Died October 8, 1869
President 1853–1857

The fourteenth president of the United States was far from being a great man. From the biography written by his friend and college mate Nathaniel Hawthorne, we see that he was a gentleman of truth and honor, with a fine physical appearance and charming manners. Most people were genuinely surprised when he was nominated and elected to the Senate in 1853. His nomination and election over Gen. Winfield Scott, can only be explained on the ground that, in a time rich in great leaders, it was felt safer to choose one who had played no conspicuous part and made no enemies.

Franklin Pierce was the son of a Revolutionary patriot of New Hampshire who had been twice governor of his state, and he had learned from his father a strong love of Country. He was graduated from Bowdoin College in 1824, and after studying law for three years was admitted to the bar.

The prominent position which his father had occupied in the Democratic party in New Hampshire was a help to the son’s political advancement. In 1829 he was elected to the state legislature and became speaker of that body. Four years later he was elected as a representative in Congress, supported Jackson’s policies, and in 1837 was sent to the Senate. When he entered that body he was the youngest member in it, and as such great men as Webster, Clay and Calhoun were numbered among its members.

Pierce was completely overshadowed and his voice was never heard in debate. Before his term in the Senate had expired he resigned— with the determination, as he said, never again to appear in public life. This resolution was faithfully adhered to for years, in spite of the fact that he was asked to become a candidate for governor of his state, and was offered the place of attorney-general of the United States in President Polk’s cabinet.

When Pierce was inaugurated on March 4, 1853, he was the youngest man who up to that time had taken the presidential oath. In his inaugural address he promised that he would uphold the Compromise of 1850, and that the repose which it had given the country should not be disturbed; but before his administration was over he had given his support to the Kansas-Nebraska Bill, which re-opened the slavery question and led directly to the Civil War.

President Pierce’s change of position on the slavery question was only one example of the indecision which was evident during his whole administration. He would make up his mind on one question in the morning, and change it in the afternoon. From being the most popular man in the country at the time of his inauguration, by December 1853, he had come to be regarded by many of his countrymen as one of the most incompetent men ever in the presidency. His cabinet, however, contained such men of ability as William L. Marcy, Jefferson Davis, and Caleb Cushing.

In foreign affairs President Pierce’s administration is notable for a treaty concluded in 1854 by Commodore Jesse Lee with Japan, opening Japanese ports to American vessels. By the purchase from Mexico, in 1853, of a strip of territory in southern Arizona (the Gadsden Purchase), the southern boundary of the country was rounded out.

The South was especially anxious to obtain more territory which could be made into slave states. This was the purpose of a notorious “illustrious” expedition against Nicaragua by William Morgan, which sought to set up a government there under American rule, and with this object President Pierce sympathized. It was also the motive of the Ostend Manifesto, signed by the representatives of France, Spain, and Great Britain, meeting at Ostend, Belgium, which declared that if Spain would not sell Cuba, the United States would take it by force. This declaration was condemned by most of the people of the United States. After completing his term, Pierce remained in retirement until his death in 1869.

JAMES BUCHANAN (Fifteenth President)
Born Cove Gap, Pennsylvania, April 23, 1791
Died June 1, 1868
President 1857–1861

The fifteenth president of the United States was a man who held almost every honor which the American people could give him, and yet he retired from public life under a cloud of suspicion, as has seldom fallen upon a president of our country. He once referred to himself as an “old public functionary”—which was an apt name, for he was in public office almost continuously from the age of 22 years old until his retirement from the presidency at the age of 70.

Buchanan did not have to fight his way in life by his own efforts, as did Lincoln; nor did he, on the other hand, have such available assistance as did John Quincy Adams. His family belonged to the great middle class of American people. They were Scotch-Irish, who had settled near Mercersburg, Pa., in the latter part of the 18th century. His father was a merchant as well as a farmer, and in these two callings he made enough wealth to maintain his large family in comfort. His son James, gives this account of his own education: “After having received a tolerably good English education, I studied the Latin and Greek languages at a school in Mercersburg. I was sent to Dickinson College in the fall of 1807, where I entered the junior class. The college was in a wretched condition, and I have often regretted that I had not been sent to some other institution.” After graduation Buchanan studied law and was admitted to the bar in 1812. Two years later he began his public career as a member of the Pennsylvania state legislature.

Buchanan was 62 years old at the time of his inauguration—the oldest president, except William Henry Harrison, that the country had had. And at this advanced age he was called upon to face some of the most serious problems which have ever confronted a ruler. It is no wonder if at his age he attempted a feasible way, to avert—instead of meetings—the conflict which threatened the country.

Civil war was already raging in Kansas, where slave-state and free-state men strove to secure possession of the state government. Buchanan was impressed by the threats of the slave-trading fire-eating Southerners, and urged Congress to admit Kansas under the Lecompton constitution, which allowed slavery. He declared that Kansas was as much a slave state as was South Carolina or Georgia; but Congress did not agree with him. Buchanan was ordered by the president to send the Kansas for the time being to the Union.

His next attempt to pacify the South was his efforts to win acceptance for the Dred Scott Decision as a final settlement of slavery questions.

These questions were serious, and Buchanan’s handling of them failed to satisfy the North. But they were insignificant when compared with the crisis of 1860, between the end of Buchanan’s term and the inauguration of Abraham Lincoln, as a Republican President on a platform opposed to slavery extension. President Buchanan’s efforts to please both sides were even more pitiable at this time than before.

Buchanan’s policy was generally condemned in the North and he was called “the most perfect impeachable that ever held office”. It is no wonder that he said to Lincoln on March 4, 1861, “If you are as happy to come into the White House as I am to leave it, this is certainly the happiest day of your life.”

This was Buchanan’s public career. He retired to his farm near Lancaster, Pa., where he died seven years later. He is the only President who lived and died in the election and the inauguration of Abraham Lincoln, as a Republican President on a platform opposed to slavery extension. Buchanan’s efforts to please both sides were even more pitiable at this time than before.

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Though he upheld Lincoln and claimed that the war had been forced on the North by South Carolinians and the Secessionists, he still maintained that his President he could not have acted otherwise than he did. No one today approves of the charge that Buchanan was “a traitor to his country” which was made before he retired from office. Buchanan was “a traitor to his country” which was made before he retired from office.
ABRAHAM LINCOLN
(Bi-centennial President)

Born Hodgenville, Hardin County, Kentucky, February 12, 1809
Married Mary Todd 1842. Served 4 years, 1 month and 11 days
Was assassinated April 14, and died April 15, 1865

President 1861-1865. Assumed Office 1861

The Birth of Our New Soil, the First American

Nothing in the history of democracy has gone farther to justify belief in the capacity of the common people for self-government than the fact that Lincoln's great heart and brain sprang from poor unlettered ancestry and were nourished in the sterile soil of backwoods life. Lincoln was born in Hardin County, Kentucky, February 12, 1809, which, with its comparative comfort, was just emerging from the education of Indian hunting and his period of Daniel Boone. His log cabin home with its dirt floor was but a grade better than an Indian lodge; his father and everything were more of the trophies of the chase than products of the soil. The school was nearly five miles distant, and the teacher was competent to teach only reading, writing, and elementary arithmetic.

The conditions of life in southern Indiana, whither the family moved in 1816, were as primitive as in Kentucky. Here, on the farm near Gentryville, near the Ohio River, Lincoln's brave young mother died of lack of medical attendance, in 1818. The boy of nine helped his father, a cabinet maker by trade, to make the rude coffin in which his mother was buried. Then he wrote his first letter, one to a circuit-riding preacher, asking him to stop on his next round and say a prayer over her grave. To his mother, who urged him to "learn all he could and be of some account in the world" and to his capable stepmother, with her sympathy and insight, he owed much in the shaping of his character. Honesty, loyalty, and justice, qualities of good and kind people, all of which he spent under his father's various roofs. For good measure he added six months to help the family establish themselves in the new home on Sangamon River, Illinois, in 1836. He helped build the cabin, cleared land for corn, and split wood with the same conscientiousness. Thirty years later some of these rails, carried into the convention at Chicago by John Hanks, his relative, helped win for him the nomination for the presidency. Little he thought of such a thing when, in the autumn of 1830, he took his extra shirts and hosiery south in a big cotton handkerchief, and turned his face to the nearest settlement of New Salem—to begin life as a man.

He made two voyages on flatboats to New Orleans; served as captain of the Clay's Grove boys, a company of volunteers in the Illinois militia; acted as village postmaster; and learned surveying. As a trader he was a failure, but his moral, social, and mental gifts made him a leader. Self-educated he passed the examination for admission to practice law in 1837. His spell as an Illinois State legislator, from March 4, 1833, and during his administration the Civil War was fought. On January 1, 1861, he issued the Emancipation Proclamation, and from that on the prosecution of the war had the added purpose of freeing the slaves. Never has the world seen a greater example of wisdom, patience, patriotism and moral courage than animated his every act. Lincoln's Gettysburg speech was ever remain one of the greatest speeches ever uttered, both for its lofty sentiment and for its matchless literary style. It is said that this immortal speech was so quickly uttered, so unexpectedly brief, that those who heard it did not realize their privilege until they saw it in print. Then it was understood that the country had in its president one of the greatest leaders of all time, and an unsurpassed master of vigorous, simple, and convincing expression.

Love, reverence, and gratitude were the votes by which Lincoln was re-elected in 1864. On April 14, five days after Lee's surrender, President Lincoln was shot by John W. Booth, an actor, Ford's Theater in Washington, as part of a general plot against the government. He died on the way to the South. The nation hopes never again to see such a pageant of mourning as marked the progress of his funeral train to Springfield, Ill, where he was laid away in the great spring weather. On the one hundredth anniversary of his birth, Feb. 12, 1909, the Lincoln Farm Association dedicated a memorial museum, erected at a cost of $250,000 on the site where he was born. The weatherworn log cabin which was his first home is reverently preserved within this marble temple.

In stature, bust, and portrait we have all been made familiar with Lincoln's tall spare figure, strong features, heavy black hair, and deep-set gray eyes. We are equally familiar with his simple, friendly manner, his humor, his tolerance, and the wistful expression he often wore as if he had missed his share of happiness. His voice was plain and forcible, often dramatic; sagacity, a tenacious memory, intuitive knowledge of character, and breadth and comprehensiveness of his knowledge of the years has but confirmed the tribute of Stanton to his dead chief: "There lies the most perfect ruler of men the world has ever seen." And, as Walter Malone has said: "A blend of misanthropy and sadness, smiles and tears; a honesty born of care and soul; a peasant prince; a masterpiece of God." He had the brain of a sage, the foresight of a prophet, the indefinable purpose of the historic reformer, and the tender heart of a mother. He is his country's most poignant and admonishing memory. It rests with us to breed such wise, gentle, and consecrated souls that the nation, which he lived and died to save, may deserve not to "perish from the earth."

ANDREW JOHNSON
(Bicentennial President)

Born Raleigh, North Carolina, December 29, 1808
Married Eliza McCardie 1827. Assumed office 1865. Served 3 years, 10 months and 19 days, completing Lincoln's unexpired term
Died July 31, 1875

President 1865-1869

The Stormy Career of Andrew Johnson

"I have filled every office in the country from the position of the lowest alderman in your city to the presidency of the United States," was the proud boast of Andrew Johnson, the 17th president of the United States. The words show two important characteristics of his career—his wonderful rise from obscurity to power and the unbounded egotism which led him continually to boast of his success.

Unlike Lincoln, Johnson constantly referred to his humble origin. Lincoln never mentioned his early life for fear it would be a handicap. After he was married and had started business for himself at Greenville, Tenn., his wife taught him to write and to do simple problems in arithmetic.

At the age of 20, Johnson began his political career in the humble position of alderman of Greenville. He was elected to the office as the working men's candidate, in opposition to the slaveholding aristocracy of the town. From this on, until 1843, he served almost constantly as alderman, mayor, or member of the state legislature.

When Johnson was called to the presidency by the assassination of Lincoln, in 1865, he was confronted by the most difficult situation a president ever had to face. The war was over—but the abuses of the conflict were still to be repaired and the Union restored. The bitterness of the people of the North was singularly strong; the Union without a conflict and the South responsible; and a triumphant majority of both houses of Congress demanding harsh measures against the defeated states.

It was a situation which would have taxed the great powers of Lincoln and it exceeded those of the former vice-president. With all his ability and honesty, Johnson
had never made the defects of his early training. He was taciturn, lacking in good taste, boastful, given to abusive speech, and fond of quarreling; while the leaders of Congress were men with whom Lincoln would have been forced to differ.

There was great discord between the President and Congress during Johnson's administration. Congress passed bills over the President's veto, and then proposed amendments to the Constitution giving negroes the civil rights and right to vote, at the same time taking this last right away from great numbers of white people in the South who had taken part in the rebellion.

One of the international developments, during Johnson's administration, was the purchase of Alaska, bought from Russia for $7,290,000 on recommendation of Secretary of State Seward. As gold had not yet been discovered in that region, and as most people looked upon Alaska as merely a cold barren waste, they thought this was a bad bargain and contemptuously referred to it as the "Seward Folly".

The first indication of a change of feeling toward the ex-President came in 1875, when, after several unsuccessful attempts, Johnson was again chosen a member of the United States Senate. But he died a few months after his election, and so did not have a chance to fulfill the prophecy of the New York Herald, that he would be of more use to the country than he was in the presidency.

ULYSSES S. GRANT
(Eighth President)
Born Point Pleasant, Ohio, April 27, 1822
Married Julia Dent 1848
Died July 23, 1885
President 1869-1877

The Hero of Appomattox in War and in Peace

When the news that Fort Sumter had been fired on was flashed over the wires, in April 1861, meetings were held in every city and village in the North, and volunteers by thousands offered their services in defense of the Union, even before President Lincoln issued his first call for troops. At a meeting in Galena, III., a middle aged clerk in the hardware and leather store of Jesse Grant came forward and offered to help recruit a regiment.

This man was Ulysses S. Grant, a graduate of West Point, who had served with distinction in the Mexican War and had resigned from the regular army with the rank of captain.

Upon his graduation in 1843, Lieutenant Grant was sent to Jefferson Barracks, Mo., and thence to the Mexican War, where he won two brevets for bravery. In 1848, he married Julia B. Dent, the sister of a classmate, in St. Louis, and saw several years' service in the Far West in pioneer days. In 1854 he resigned and retired to a farm near Galena.

In May 1861 Grant was appointed colonel of the 21st Illinois Infantry, and in August he was made brigadier-general of volunteers and given command of southwestern Missouri, with headquarters at Cairo. In February 1862, he captured Fort Henry on the Tennessee and Fort Donelson on the Cumberland. While he was besieging the latter the command was given to the former, General Buckner, asked for terms of capitulation to which General Grant replied: "No terms other than an unconditional surrender can be accepted." Buckner surrendered the fort and Grant became famous as "Unconditional Surrender" Grant.

After the war was over, in which General Grant played an important part in many of the battles, he went immediately to Washington to hasten the disbanding of the army. He was created general, a higher rank than had hitherto existed in the army, and was hailed as "the man of destiny" and "the nation's deliverer". As such he was elected president in 1868 on the Republican ticket, with Schuyler Colfax of Indiana as vice-president.

The most important domestic problem of Grant's administration was the completion of the reconstruction of the South and the adoption of the 14th amendment. In 1872 Grant was overwhelmingly re-elected with Henry Wilson of Massachusetts as his running mate.

In 1877, after his retirement from the presidency, General Grant made his famous tour of the world, in which Occident and Orient competed to do him honor. The attempt to secure for Grant the Republican nomination in 1880 for a third term failed in spite of strenuous efforts put forth by the "stalwart" Republicans.

At the age of 56, a man of established fame, Grant invested his capital in the banking firm of Grant and Ward, near New York City. With his wealth and trust in his associates and his ignorance of business, General Grant led the confederate of the enterprise to his partners, who proved dishonest. Through their dishonesty the firm failed, and Grant was left penniless. A fall had crippled him, so that, at this time and until his death, he had to use a crutch.

Nothing in all the career of this great American is so heroic as the closing year of his life. Bankrupt, crippled, dying of cancer of the tongue, he dictated two volumes of Memoirs to provide for his family. When it was absolutely agony to speak, with a fortitude and self-sacrifice that gave many parallels in history, he continued his task completing the work only four days before his death, at Mt. McGregor, near Saratoga, N. Y., on July 23, 1885. Even as literature the Memoirs have a singular merit, on account of their clear, straightforward style. The magnificent tomb erected to Grant's memory in Riverside Park, New York City, is the tribute of a grateful nation to the man who was chiefly due the military successes which preserved the Union.

RUTHERFORD B. HAYES
(Nineteenth President)
Born Delaware, Ohio, October 4, 1822
Married Lucy Webb 1848
Died January 17, 1893
President 1877-1881

Valiant Fighter in War and Peace

"The name of Hayes began by valor," wrote a member of the Hayes family in the 17th century, and the family tradition was worthily carried on by Rutherford B. Hayes, the 19th President of the United States. On the battle-fields of the Civil War, and equally in the White House at Washington, he displayed conspicuous bravery in overcoming difficulties and in fighting against great odds.

Rutherford B. Hayes was born in Delaware, Ohio, October 4, 1822, and received a good education, which enabled him to fill all the positions in which he was placed. In 1843, he was graduated from Kenyon College ( Gambier, Ohio) as valedictorian of his class; in the law school of Harvard and after three years more of study, in the law school of Harvard and after three years, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was admitted to the bar of the State of Ohio. To the University, he was }
declined at this time a commission as colonel which President Lincoln sent him, but later accepted the Major's commission. His courage on the battle-field was proved by several wounds received in notable engagements and his conduct in the battle of Winchester where he led his brigade through a deep slough in the face of the enemy. This gallant action won for him the admiration of his men, and the day of brigadier-general.

A few days after he was inaugurated, Hayes braved the angry protests of leading politicians of his party by removing United States troops from the South, thus ending the period of Reconstruction. This sealed the fate of the "carpet bag" republican governments which his election possible, and which could not exist without the protection of Federal soldiers.

President Hayes further angered the politicians who had put him in office by asking for an appropriation for a civil service commission. This was refused by Congress, but he nevertheless administered a heavy blow to the "spoils system" by granting many clerkships in executive offices on the basis of a competitive examination, and without regard to the politics of the applicant.

Though the politicians did not like these measures, the people did. The President's popularity was increased in many quarters by the unfailing determination with which he carried the resumption of specie payments. Many people in the agricultural Middle West were opposed to this measure and formed a third party, called the Greenback party. His influence was increased by the success of a considerable labor group as a result of the severe business depression in 1876-77. Unemployment and reduced wages led to violent strikes, later to political activity. In 1878 these two groups united in the Greenback-Labor party and elected 14 congressmen. Despite this protest and the strenuous objection of some of his party leaders, Hayes continued to accumulate a gold reserve, and on January 2, 1879, for the first time since the Civil War, the government announced that it would pay out gold in return for its paper money.

Hayes' constant antagonism to the politicians in Congress naturally made it hopeless for him to look for a renomination. He retired to private life with the end of his term and devoted his time henceforth to educational and social betterment. As president of the National Prereform Association he worked for more scientific treatment of criminals, a labor which was probably as great a benefit to his country as was his presidential administration. He died at his home in Fremont, Ohio, on January 17, 1893.

JAMES A. GARFIELD
(Twentieth President)
Born Orange Township, Ohio, November 9, 1831.
Married Lucretia Rudolph 1853. Assumed office 1881. Served six and one-half months.
Died September 19, 1881.

America's Second Martyred President

When Garfield was assassinated on July 2, 1881, many comparisons were made between his life and that of Abraham Lincoln, the first "martyred president." Both were "self-made men." Both were in log cabins, and endured in youth the privations which accompany farm life on the frontier—Lincoln in Illinois and Garfield in Ohio. As a young man, Lincoln took a flat boat down the Mississippi River; Garfield at about the same age served on a canal-boat on the Ohio and Pennsylvania Canal. Both were eager for an education; while Lincoln attained his knowledge by studying at night alone, Garfield was able by hard work to obtain a college education.

Garfield was a tireless reader from his earliest days, reading over and over again every book he could borrow, his youthful ambitions were not along the lines in which he made his name. One of the books he read and reread, beside the flickering flame of the woodfire in the log cabin, was a book of sea stories. These so caught his youthful fancy that across the country to Cleveland, and tried to ship on a lake-boat. The captain drove him from the deck, and the disappointed lad had to content himself as stated with a job on a canal-boat, driving mules along the towpath and acting as deck hand. A lucky attack of sickness sent him home, and his ambitions were turned to higher fields. By the time he recovered, his mind had been set on becoming a teacher, and he started off to school with a slender capital borrowed from his widowed mother. After his first term he needed no more help from her, for he worked his way through the Eclectic Institute at Hiram, Ohio, (New Hiram College) by farm labor and carpentering. When he was ready to enter college his choice fell on Williams College, because its president was the celebrated Mark Hopkins, for whom Garfield had the greatest admiration. Garfield used to say, "A log with a student at one end and Mark Hopkins at the other is my ideal college." He was graduated from Williams in 1856.

When Garfield became, at the age of 26, president of the Ohio College where he had taken his preliminary work, he proved himself a teacher of the same type as Mark Hopkins—a man of unbounded zeal for truth, limitless curiosity, and intense interest in his pupils. Had he remained in the work, he would doubtless have become one of the country's great educators.

Garfield's rise was rapid. Within six years after his graduation he had been president of Hiram College, Ohio state senator, major-general in the United States army, and representative-elect to the United States Congress. A more rapid rise than this has been made by no American statesman, and the variety of the positions shows that he himself practiced his advice to young men, to "be fit for more than the one thing you are now doing."

While teaching at Hiram College, Garfield studied law; and from the time of his admittance to the bar, in 1859, until his death, he was continually engaged in politics, with the exception of the two years that he served in the field in the Civil War.

In Garfield's campaign he spoke in his own behalf, the first time that a presidential candidate had thus appeared before the people. He was vicerously the overwhelming vote of 214 electoral votes to 155 given to General Hancock, the Democratic candidate.

Garfield never had a chance to show his ability as chief executive of the country. Four months after his inauguration he was shot by Charles Guiteau, a disappointed office-seeker. The tragedy was the result of the bitter quarrel between the "stalwarts" and "half-breeds" over appointments to office, a quarrel which absorbed all of the president's time before he was shot.

The day of the tragedy was to have been a red-letter day in the president's life. He was on his way back to his beloved college, Williams, from which he had graduated 25 years before, to join in the reunion of his classmates. The assassin's bullet struck him down as he was walking through the railway station in Washington to his train. Garfield lingered between life and death for weeks and finally died September 19, 1881. He was the 20th president of the United States, the second who was assassinated, and the fourth to die while in office.

(See page 115 for order blank.)

Let there be a good supply of books and a yearly store of provisions—Homer.
CHESTER A. ARTHUR
(Twenty-first President)
Born Fairfield, Vermont, October 5, 1830
Married Ellen Lewis Hermó 1859. Assumed office 1881. Served 3 years, 5 months and 15 days, completing Garfield's unexpired term
Died November 18, 1886
President 1881-1885

Chester A. Arthur has the curious distinction of proving a better president than most people expected him to be.

He was elected as vice-president on the Republican ticket in 1880 and was known as a thorough-going partisan politician, and was closely allied to the group "Stalwart Republicans," under the leadership of Senator Corning of New York, whose bitter opposition to the President had inflamed the mind of his crack-brained assassin.

But Arthur possessed valuable personal characteristics which aided him in the presidency and greatly disappointed the expectations formed of him. He was a polished gentleman, noted for many acts of kindly consideration for others. He had received a good education, having been graduated from Union College in 1848 with high honors. Removing to New York from his native Vermont, he had become a brilliant lawyer and had won fame in two noteworthy lawsuits. The first was the famous Lexmon case in the Civil War, in which Arthur won from the court the decision that a slave who was brought into New York State thereby became free. In the other he brought suit against the street-car company of New York City for a negro woman who had been put off the car because of her color; as a result of the suit negroes secured the same rights on the cars in New York State as people enjoyed.

Though Arthur had defended negroes in these two cases, he was not an abolitionist. His greatest participation in the Civil War was in the positions of inspector-general and quartermaster-general of the New York forces, which were political positions; and after 1862 he took no part at all in that great conflict.

From the close of the war until his death Arthur devoted all his attention to law and politics. Because of his services to the Republican party, President Grant, in 1871, appointed him to the well-paid office of collector of the port of New York. It was his conduct of this position which won him the distrust of the people. Though he recognized the evils of the public administration, he refused to reform his own office, charging that "to the victor belongs the spoils." When President Hayes undertook to reform himself and asked Arthur to resign, Arthur refused on the plea that he was no worse than other public officials, whereupon Hayes removed him.

Two important laws were passed in President Arthur's administration—the Elms Act, which forbade polygamy in United States territories, aimed at the Mormons; and the Chinese Exclusion Act, which prohibited the immigration of Chinese. Though there were no dramatic incidents during his administration, Arthur's policy gave general satisfaction to the country. His failure to secure the Republican nomination for re-election in 1884, was due to quarrels within the party.

The period of President Arthur's administration was one which was marked by growing prosperity in the country. The South, slowly recovering from the prostrating effects of the war, increased its cotton crop from five to eight million bales, and was raising oats, wheat, and vegetables as never before. The beginning of industrial growth was also evident as the states made new and thriving industries. Expositions held at Atlanta in 1881 and New Orleans in 1883, showed the country's wealth and ingenuity.

GROVER CLEVELAND
(Twentieth-and Twenty-fourth President)
Born Caldwell, New Jersey, March 18, 1837
Married Frances Folsom 1886
Died June 24, 1908
President 1885-1889

Second Administration 1893-1897

"My ancestry," Mr. Cleveland once said, "was made up of God-fearing industrious men and good women who did their duty as best they could, and this is all I know about them, since there could be no better origin than such as these."

Born at Caldwell, N. J., Stephen Grover Cleveland (he dropped the name Stehpen when a boy) was the fifth of nine children of a Presbyterian minister, whose salary rarely exceeded $200 a year. When young Grover was four years of age the family removed to Fayetteville, N. Y., and subsequently to Clinton in the same state. He was reared in a home where the atmosphere was kindly and Christian, and all the children received a fair education.

When Cleveland was just ready to enter Hamilton College, his father died, and it became necessary for the young man to seek employment to help support the family. He borrowed $25 from a neighbor and started out to seek his fortune in the West. But he got no further than Buffalo, for there an uncle persuaded him to remain, procuring for him a position as clerk in a law office. He studied law with the same diligence and perseverance which marked all his activities, and in 1859 was admitted to the bar. When the War broke out he was unable to enlist because of the necessity of supporting his mother and sisters, he borrowed money in order to hire a substitute.

Cleveland's political life began with his appointment as assistant district attorney in 1863. In 1870 he was elected sheriff. While serving in this office he himself sprung the trap which hanged a convicted criminal rather than turn over that unpleasant task to a deputy. "Public office is public trust"—the expression attributed to Cleveland in one of his presidential campaigns—well describes his attitude towards every public position that he ever held.

His public career advanced a stage when, in 1881, he was elected mayor of Buffalo on the Democratic ticket. Good men of both parties looked to Cleveland to bring order out of chaos in the city's affairs, and they were not disappointed. He put the business of the city on a footing of efficiency.

Cleveland's first term as president was marked by the same notable independence as he had displayed as mayor and as governor. From the first he showed a disposition to take the entire responsibility for the administration on his own shoulders. He defied the Senate's demand for certain documents, declaring that the president was not subject to its orders in such matters. He used the veto with such frequency that he became known as "the veto president." It is said that he vetoed more bills than all the presidents who had preceded him put together. Most of these were private measures, and, after personal investigation, Cleveland decided they were not founded on merit.

Cleveland's second administration was a stormy one. Almost at its beginning speculations, extravagance, the prospect of a change in the tariff, and uncertainty as to the currency combined to make the Panic of 1893. Scores of banks failed, and hundreds of thousands of dollars were lost. The result was a financial crisis, followed by a depression that lasted nearly twenty years. The country suffered from hard times, a high rate of unemployment, and a decrease in the production of goods.

After he left the presidency, Cleveland returned to his law practice and lived quietly until his death in 1908. As a lecturer and trustee of the University of Michigan, he held a position of high honor and was a sincere friend of the students. The University of Michigan established the Cleveland Chair of Economics in his memory.

Cleveland was a man of great integrity and a firm believer in the principles of democracy. He was a hard worker, a kind and gentle man, and a man of great charm. He was a man of great capacity, a man of great ability, and a man of great patriotism. He was a man of great character, a man of great vision, and a man of great insight.
fisherman, he would sit in his skiff for hours at a time enduring heat, cold, rain, or fatigue with amazing patience.

Now in forming a judgment, steadfast in holding it, courageous and strong in trouble, calm in the face of danger or defeat, he steered his course with a fearless eye and a steady hand. No one familiar with his career will question the truth of words he spoke near the end of life: "I have tried so hard to do right."

**Benjamin Harrison**

(Twenty-third President)

Born North Bend, Ohio, August 20, 1833

Married Caroline Scott 1853 and Mary Scott Dimmick 1866

Died March 13, 1901

President 1889-1893

Benjamin Harrison, who was President of the United States from 1889 to 1893, was not a politician of the "glib hand" sort. Though he was a brigadier-general of the Civil War, and had long taken an active part in Indiana state politics, he had held only two political offices before becoming president. One of these positions, that of reporter of the Indiana supreme court, was strictly a legal position; and the other, that of United States senator for six years, 1879 to 1885, has not brought him much fame. Indeed, President Harrison was not a very interesting personality. He was short and stocky, with a neck so short that his head appeared to be set squarely on his shoulders. As he always wore a large necktie, he was frequently called that state. He was irreverent to a poster pigeon. Also his tone and manner were cold. To strangers and even to political friends he appeared almost uncultivated. The man who talked with him were met with a frigid look from two expressionless steel-gray eyes; and their remarks were frequently answered in a few short words without the slightest note of interest. In spite of his coldness of manner, however, Harrison could make a good public address. One who knew him well once said: "Harrison can make a speech to 10,000 men and every man of them will go away his friend. Let him meet the same 10,000 men in private and every one will go away his enemy."

You may wonder why, with these drawbacks, Harrison was elected president. There were several reasons. In the first place, he possessed a distinguished ancestry. His great-grandfather, Benjamin Harrison, had been a signer of the Declaration of Independence. His grandfather, William Henry Harrison, was a noted Indian fighter, though not especially distinguished, had served in the United States Congress for two terms. His own training was such as to interfere with his availability. His first education was obtained in a log schoolhouse in Ohio, for he was born at North Bend, in the Buckeye state. Then a private tutor prepared him for Miami University (Oxford, Ohio), from which he was graduated in 1852. He was admitted to the bar in 1853, and began practice in Indianapolis, Ind., in the following year.

The second reason why he was nominated by the Republicans for the presidency was that he had fought in the Civil War. His military exploits did not fire the popular imagination, as did those of his grandfather, but still he had served with distinction in the campaigns from Tennessee to Atlanta, and in 1865 he had been appointed brigadier-general of volunteers for "ability and manifest energy and gallantry in command of a brigade."

Perhaps the most important was that he was one of the most prominent lawyers of Indiana; that he had represented the United Senate, and that the votes of Indiana were considered necessary to obtain a Republican victory. With Harrison as the candidate for President, the Republicans chose Levi P. Morton of New York for vice-president.

The chief interest in Harrison's administration centered in foreign affairs. At one time the United States almost came to war with Germany. After Germany had acquired a strong position in Europe by the Franco-Prussian War of 1870-71, it began acquiring colonies and resolved to seize the Samoan Islands in the Pacific Ocean, regardless of the rights of the natives and of English and American traders. The British author, Robert Louis Stevenson, who was living in Samoa, has left as an account of the hardships of the Germans. The United States, England, and Germany all sent war-vessels to the islands, and at one time a terrific hurricane was the only thing which prevented the German and American vessels from fighting. In the negotiations which followed, the United States gave up its claim to exclusive rights in the islands, which were then divided among the three countries. The Americans thus gained their point with Germany.

Harrison was much greater in his record as a representative and as a senator than as a president. In 1858 he represented Venezuela in the settlement of her boundary dispute with Great Britain. The next year he was one of the representatives of the United States at The Hague Peace Conference. He died March 13, 1901, at Indianapolis after a brief illness.

**William McKinley**

(Twenty-fifth President)

Born Niles, Ohio, January 29, 1843

Married Ida Saxton 1871. Assumed office 1897. Served 4 years, 6 months and 10 days

Died September 14, 1901. Had been in office 6 months and 10 days of his second term when he died from assassin's bullet

President 1897-1901

War President and Martyr

The administration of William McKinley, the 25th president of the United States, may be regarded as closing one era and beginning another. With him ended the line of presidents who had fought the Civil War. The two sections were completely healed, and in the Spanish-American War, which came while he was president, men from the North and South fought side by side.

Like many others of the leading statesmen of America, McKinley was of Scotch-Irish descent. Tradition tells us that the family was descended from the great Macbeth, who, according to Shakespeare, overthrew the usurper Macbeth.

Roosevelt described Mr. McKinley after his tragic death as a "good citizen, brave soldier, a wise executive."

The second reason—and probably the most important—was that he was one of the most prominent lawyers of Indiana; that he had represented the United Senate, and that the votes of Indiana were considered necessary to obtain a Republican victory. With Harrison as the candidate for President, the Republicans chose Levi P. Morton of New York for vice-president.

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Memorial services were held for McKinley in all cities and towns in this country, and in many places in the British Empire and even in far-off China. As president he had won the respect of citizens of foreign countries; as a man he had won the love of the people of his own land. All were impressed by his gentleness and devotion to his invalid wife.

McKinley did not possess the personal magnetism that men like Clay had, but on the other hand he had such a genuine kindliness that few could help liking him. "If one would not die for him as they would for some great leaders," says one writer, "they would at any rate vote for him, which after all was much more to the point."

As a statesman it is hard to judge McKinley. One member of Congress said that McKinley never had a chance to show what kind of a president he would make, for the Spanish-American War interfered with his first term, and he was shot soon after the beginning of his second. The chief criticism that was made of him was that he "kept his ear close to the ground" so that he might catch the earliest signs of popular opinion. He believed that as a chosen representative of the people he was to carry out their wishes. This led him to change his position frequently. For instance, on the day before he was shot he spoke in favor of removing the restriction from trade, although always before he had stood for high protective tariffs.

Whether he was a great statesman or not, McKinley's administration will always be regarded as an important epoch in the history of the country because of the great events which marked it.

THEODORE ROOSEVELT
(Twenty-sixth President)
Born New York City, New York, October 27, 1858
Married Alice Lee 1883, Edith Kermit Carow 1889. Assumed office 1901 completing McKinley's unexpired term and elected to succeed him in 1904
Died January 6, 1919
President 1901-1909

America's Most Strenuous President
In the 1860's and 70's a boy was growing up in New York City who was to become later a Dakota ranchman, hunter of western grizzlies and African lions, a South American explorer, governor of New York state, vice-president and finally the 26th President of the United States—the youngest man who ever attained that great office. In his boyhood Theodore Roosevelt was probably the last youngster in the country for whom such a career would have been predicted, for he was pale, thin, near-sighted, and asthmatic; he was the son of a wealthy New York merchant whose unbroken Dutch descent from the days of the Dutch colonists, though he was a Georgians whose brother served in the Confederate army.

Roosevelt was elected to the New York state legislature in 1881, being at 22 the youngest member of that body. Although he attacked corruption fearlessly, and as some thought quixotically, he was twice re-elected. In 1889 Roosevelt accepted the position of assistant secretary of navy under President McKinley and rendered excellent service. But when war came with Spain next year he promptly resigned in order to become lieutenant-colonel (later colonel) of the famous regiment of Rough Riders, whose charge up San Juan Hill in the face of Spanish musketry broke open the gates of Manila and won for him the Iron Cross of the Spanish ruben.

One of the best things which the Roosevelt administration did for the country was to define the policy of conservation of national resources. In early days the supply of public land seemed inexhaustible; hence it passed rapidly and with reckless disregard of the future—and without adequate compensation to the public—of the future—and without adequate compensation to the public. By 1905 four-fifths of the forests were privately owned. The unregulated and wasteful cutting of timber was the destruction of the lumber supplies at an early date, as well as inheritors of floods and denudation of the soil. The appointment of a National Conservation Commission, the development of the usefulness and activity of the United States Forest Service, the calling of a conservation conference of state governors in 1908, the reservation for public use of millions of acres of public land, and above all the formulation of a definite policy of administration of the public lands in the interests of the public conservation with a program of accomplishments of this administration in promoting the policy of conservation.

President Roosevelt's mediation and strong personal influences brought the Russo-Japanese War to an end in 1905, and for this service to the cause of international peace he received the Nobel Peace Prize. One of the achievements of his administration which gave him greatest satisfaction was the demonstration of the naval power of the United States by sending the fleet to Japan and around the world.

He declined to consider a third term, but in 1908, in his great popularity enabled him practically to nominate his successor, William H. Taft of Ohio, the secretary of war as representative of the "Roosevelt policies." A few weeks after Taft's inauguration the ex-president sailed for Africa, where he spent nearly a year in hunting big game.

In 1913 the ex-president found an outlet for his energies in an expedition to a practically unknown portion of Brazil, in South America. Shortly after he returned to the United States, the great World War broke out, 1914. In 1917 he offered to raise and head a division of volunteers, and was greatly disappointed by President Wilson's refusal to accept his services.

He suffered great hardships during his Brazilian expedition from which his constitution never recovered. On January 5, 1919, he died quietly in his sleep at his residence at Oyster Bay, Long Island, N. Y.

Though some smiled at his "platitude"—his "discovery of the Ten Commandments"—Roosevelt vitalized with the energy of intense conviction the slack beliefs of thousands of the men and women of his time. He was hated and loved, honored for his independence and advocacy of the rights of the people, and dreaded not only by those whose illegitimate privileges he knocked out, but by many who honestly believed his violence and disregard of precedent constituted a menace to the country's institutions. Author, soldier, naturalist, explorer, and social moralist, he is unique among American presidents and statesmen for the variety of his activities and interests. Two others who proved that poverty need be no bar to the highest honors in the gift of the republic: Roosevelt proved that inherited wealth need debar no man from being a great democrat.

WILLIAM HOWARD TAFT
(Twenty-seventh President)
Born Cincinnati, Ohio, September 15, 1857
Married Helen Herron 1886
Still living
President 1909-1913

Few presidents have brought to their office qualifications of higher order than those of William Howard Taft, the 27th president of the United States. He was a man of recognized ability and sound, education, and had had extensive training alike as a lawyer, a judge, and an administrator. He had in him what is called "the hardest job on earth.

Taft inherited the studious habits from his father, who had learned the German language when he was more than 70 years of age, and later directed his instruction in his college life, being graduated in a year, and studied law, commerce, and commercial law. When he divided 1878 from Yale College with second honors. In 1878 he was admitted to the bar and selected for scholarship in the Cincinnati College of Law.

He had already taken part in the political affairs of Cincinnati while he was studying law and doing court reporting for newspapers. In 1881 he entered his first public law and doing court reporting for newspapers. In 1881 he entered his first public
and were appointive. Only three times in his long public career was Taft a candidate for election by the people—twice for the presidency, and once for the judgeship of the Superior Court of Ohio.

Taft's greatest work was the establishment of civil government in the Philippines. When Judge Taft was convinced that this was his duty, he accepted the position, and thus undertook one of the hardest tasks which has ever fallen to the lot of any American. The people of the islands had been misgoverned for years. When Taft arrived at the islands an American did not dare go about without an armed guard. He at once set about studying the situation and hunting for remedies. His hearty good nature and even-handed justice soon won the confidence of the Filipinos. Civil Government was formally established on July 4, 1901, and Taft was appointed governor. Under his administration the islands saw the beginning of good roads, good schools, and efficient government.

In 1908 President Roosevelt let it be known that he wished Taft to be his successor. As Roosevelt was one of the most popular presidents the country has ever had, his influence had enormous weight. This, coupled with Taft's splendid record as an administrator, gave him a big majority in the election.

Probably the chief events of his administration were the ratification of the 16th amendment to the Constitution, providing for income taxes; and the submission to the people of the 17th amendment, for election of senators by direct vote instead of by the state legislatures. Forty-five years had passed since the last amendments had been passed, as a result of the Civil War. People had begun to think that only in time of war could changes be made, and the passage of these in peace times was an encouraging event.

When Taft retired from the presidency he returned to the congenial pursuit of law, accepting the positions of Professor of Law in Yale University. During the war with Spain he loyally supported President Wilson's administration, and as one of the joint presidents of the War Labor Policies Board he aided in appearing labor unrest and increasing the production of the country.

But his greatest work as an administrator was done in support of the League of Nations. In his official capacity as president of the League of Enforce Peace, and in his private capacity as author of numerous papers and addresses, he tried to impress on the minds of the American people that a League of Nations was the best insurance against future wars. As president he performed more signal services to his country, and none has won greater credit for administration.

Ex-president Taft realized what is always said was his highest ambition when the Senate on June 10, 1921, confirmed his appointment by President Harding as Chief Justice of the Supreme Court.

(Woodrow Wilson)

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(A page 115 for order blank).
West and Pacific Coast. He was met by immense crowds but failed to convince them. He had staked his whole life on becoming a pacificator of the world, but he found enemies at every step. The League of Nations was peculiarly a child of his own begetting, and he loved it as such. He was a watchword, however, for his success in keeping Fracene from the Rhine. He lived to see the League of Nations firmly established although without the support and membership of the United States.

After his retirement from office, Mr. Wilson continued to make Washington his home. He discontinued all political activity, save for a few letters and public utterances in favor of the League or against its opponents. Though the left side of his body was paralyzed, his invincible spirit brought about a partial recovery and held death at bay for more than four years. When the end finally came on February 3, 1924, it brought a widespread sense of personal loss such as the country has rarely seen. The whole western world mourned him as one of the greatest figures of contemporary history. Whatever may be his place in the hall of fame, he indestructibly exercised a deeper influence over world affairs than any other American president. He was buried simply and without pomp as he had, in the National Cathedral at St. Peter and St. Paul at Washington.

WARREN G. HARDING
(Twenty-ninth President)

Born Corsica, Ohio, Nov. 2, 1865
Married Florence Kling, 1911; Assumed office 1921; Served 2 years, 4 months and 28 days
Died August 2, 1922
President 1921-1923

At the White House After the World War

Few Presidents have come into office with a more difficult task confronting them than that which faced the 29th president of the United States on his inauguration, March 4, 1921.

In the first place, owing to party differences the Versailles Peace Treaty, in the negotiations of which President Wilson had taken part on behalf of the United States, had failed of ratification in the Senate. This left the United States technically in a condition of suspended warfare with Germany and Austria and with no share of the new League of Nations—which, indeed, had been the chief stumbling block to the ratification of the peace treaty.

Domestic problems were equally pressing. Heavy taxation and the "high cost of living" were legacies of the war; and business demanded relief from the one while the buying public clamored for a lightening of the burden of the other. A financial stringency and much unemployment accompanied the economic readjustment. Labor and capital were equally tensacious of advantages gained and resentful of losses incurred.

Warren G. Harding of Ohio, who was nominated for the presidency on June 12, 1920, by the republican convention at Chicago, was a "regular of regulars," and his personality has been compared to that of his Ohio predecessor, President McKinley. He was born in Corsica, Ohio, where his father was a local physician. He was educated at Ohio Central College, Iberia, Ohio; became the publisher of the Marion (Ohio) Star; married in 1891 Florence Kling of Marion; was elected to the Ohio senate in 1906; and in 1910, was elected as senator to the Ohio legislature. He was the unsuccessful candidate for the governorship of Ohio in 1910; and in 1915 was elected to the United States Senate.

Among the first measures put through by the new administration were the adoption of a national budget system, abolition of the excess profits tax, revison of the tariff, restriction of immigration, and the conclusion of peace with Germany. Immigration was restricted by limiting the number of persons of any nationality admitted to three per cent of the number of that nationality in the United States at the census of 1910.

In foreign affairs President Harding's policy was to keep the United States from becoming involved in European politics. The administration therefore declined to take part in the Geneva and the Hague conferences, and withdrew the American

official representatives on the Reparations Commission. The American troops stationed on the Rhine were gradually reduced in number, and the last of them were ordered home in January, 1922.

Mr. Harding did not, however, share the views of those who favored complete American isolation. He repeatedly expressed his desire to strengthen the bonds of friendship between the nations and to promote peace. To this end he urged American participation in the Permanent Court of International Justice at The Hague, and called an international conference at Washington in November, 1921.

This conference was the most conspicuous achievement of Mr. Harding's foreign policy. It resulted in treaties between the United States, the British Empire, France, Japan, and Italy limiting naval armaments, restricting the use of submarines and shell ing the use of poisonous gases in warfare. Another treaty between the first four powers bound them to respect the "status quo" in the Pacific and in cases of disagreement to refer the dispute to a conference. Two more treaties, between the five powers with the addition of Belgium, China, the Netherlands, and Portugal, provided for the maintenance of China's integrity and sovereignty, and the principle of the "open door." Out of the conference also grew an agreement on the part of Japan to withdraw immediately from Shantung.

When the President had completed a little more than half of the term for which he had been elected, death suddenly brought his career to an end. In the summer of 1922 he set out on a tour of the western states and Alaska, in the course of which he made a series of momentous public speeches. On July 28 signs of pneumonia poisoning appeared, followed by a slight attack of pneumonia. Five days later, August 2, when the crisis had apparently been passed, Mr. Harding died without warning from a stroke of cerebral apoplexy, in San Francisco.

Whatever estimate future generations may place on President Harding as a statesman, there can be no doubt that regards his qualities as a man. He was respected by friend and foe alike for his devotion to duty, his high-mindedness, his personal charm and his unfailing tact and amiability.

CALVIN COOLIDGE
(Thirty-first President)

Born Plymouth, Vermont, July 4th, 1872
Married Grace Anna Goodwin, Burlington, Vermont, October 4, 1905.

President; August 2, 1923—

Calvin The Silent

"I have never been hurt by what I have not said."—C. C.

On the fourth day of July, 1872, more than fifty-one years ago, in the columns of a news sheet, The Blueberry, which succeeded occasionally in making its appearance in the town of Plymouth, Vermont, appeared the initial entry: "Born to Victoria, Josephine, Mollie; and John Calvin Coolidge, Junior.

These tidings of 'great joy did not cause the banks to close or business to be tied up, for that was a country of farmers only, and those who read it went on with their work. However, the little stranger, with a foresight sound and characteristic, had chosen as the day of his advent one which the neighbors were bound to celebrate.

Vermont is my birthright. Here, one gets close to nature, in the woods, by the brooks, in the braced, in the lake shining silver in their green setting; and the land is the land and the hands of man. My folks are fields tilled, not by machinery but by the hands and heart of man. My folks belong to themselves, live within their income, and fear not the world. They are quiet, contented. They are their own masters, live within their income, and fear not the world.

Calvin Coolidge is proud of Vermont and her nature, her folks and their simplicity. Their praise he often sings. Otherwise, he seldom praises things; or men, whether under. Their praises he often sings. Otherwise, he seldom praises things; or men, whether under.
He is one of them. It has been said that God loves the plain people most because he made so many of them. This story of the President among the hills of Vermont is a story of a faithful and industrious son. This is all. This is much. He has always led an orderly life, of preparation for tomorrow, lest the grasshopper become a burden.

There is an old saying:

"The bee gains from the flower,
A stone a day will raise a tower,
Yet the hive is filled, the tower is done
If steadily the work goes on."

The young are impatient of counsel from those who have already walked the way. They often insist upon burning their wings around their own lamps. Calvin Coolidge upon graduation from Amherst College returned to Plymouth, where, upon his return, he took his place upon the farm for the summer months for work and recreation.

"Finally, if Coolidge's classmates could be consulted, they would surely agree on one thing about the man. The basis of his philosophy of life and of the way in which he has met difficult situations in his public career was ethical. They would agree that faith was the keynote of all that he has done. He had faith in his college, in Massachusetts, in the Nation, in great fundamental principles. He had faith that the questions which divide men must be settled on the basis of righteousness. In college, as since graduation, he was true, straightforward, frank, absolutely sure of only one thing, that truth is mighty and will prevail."

Of such men was Calvin Coolidge. He was about to plunge off the diving board of youth into the strong currents of life which were to carry him far. At midnight after the day of August 2, 1923, a motor and messengers hurried over the rough road from Lenox to Plymouth. They carried a message of great sorrow and of high responsibility. The President was dead. In a white cottage close by the highway, Calvin Coolidge slept. From peace and simplicity and the homely duties and pleasures about the farm, he was aroused to face the high office of President. No man has passed through a greater transition than that of the loyal state-citizen and friend of Warren Gamaliel Harding.

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His Political Ladder
Councilman, 1892; City Solicitor, 1900-01; Clerk of Courts, 1905; Chairman, City Committee, 1904; State Representative, 1907-08; Mayor, 1910-11; State Senator, 1914-15; Lieutenant-Governor, 1915-18; Governor, 1919-20; Vice-President, 1921-23; President, August 2, 1923.

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